



# **MSIP6**

## **Comprehensive Guide to the Missouri School Improvement Program**

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*2021-2022 School Year  
Missouri Department of Elementary and Secondary Education*

# MSIP 6 Overview

The sixth version of the Missouri School Improvement Program (MSIP 6), the state’s accountability system for reviewing and accrediting Local Education Agencies (LEAs), outlines expectations for school practices and student outcomes, with the goal of each student graduating ready for success in college, career, and life.

The comprehensive MSIP accountability system was established in 1990 and has evolved with each version. After more than two years of discussion, work, and review by educators and practitioners around the state, the State Board of Education approved the MSIP 6 Standards and Indicators in February 2020. These Standards and Indicators are designed to establish a new method for the state to determine the extent to which students are meeting the Missouri Learning Standards and obtaining necessary skills and knowledge. During this two-year period, over 6,000 comments were received from stakeholders including teachers and administrators.

MSIP 6 is intended to distinguish the performance of schools and LEAs in valid, accurate, and meaningful ways so that LEAs can continue to improve and identify areas of excellence. To this end, the Missouri Department of Elementary and Secondary Education (DESE) will produce an Annual Performance Report (APR) for LEAs and schools across the state, which will be used to inform accreditation and classification decisions. Indicators evaluated on the MSIP 6 APR are divided into two sections: Performance metrics, which measure student outcomes, and Continuous Improvement metrics, which assess the quality of the work of the LEA toward improving the opportunities provided to all students.

The Performance section of the MSIP 6 APR is scored based on the following metrics:

- Academic Achievement: Status
- Academic Achievement: Growth
- Success-Ready Students
- Graduation Rate
- Graduate Follow-Up

The Continuous Improvement portion of the APR is based on a review of the following forms submitted by the LEA:

- Continuous School Improvement Plan (CSIP)
- Climate and Culture Survey
- Response to Standards
- Required Documentation
- Components of Standard TL1 Success-Ready Students (see the Success-Ready Students section of this guide)

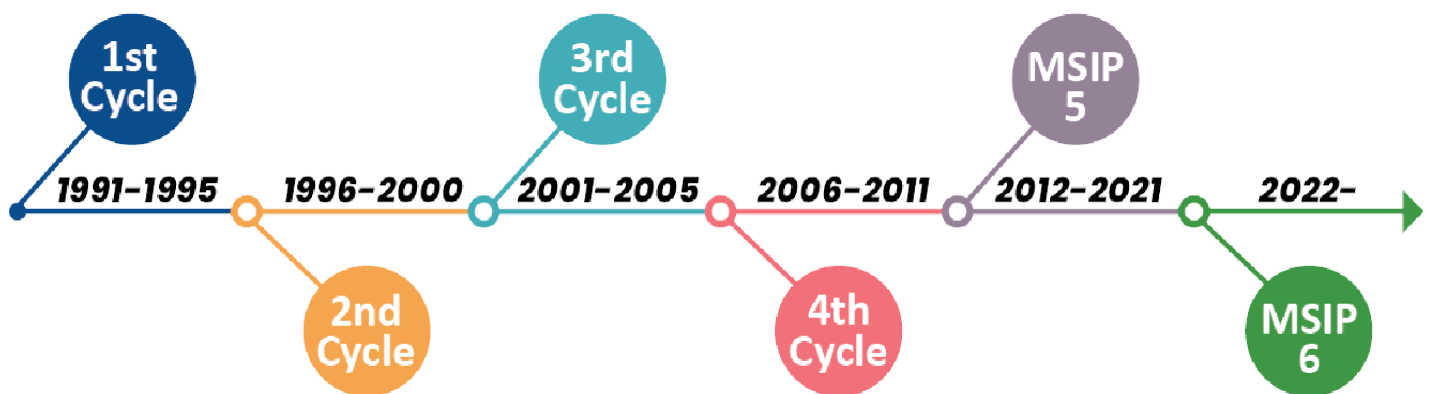


Figure 1

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## **MSIP 6**

# **Missouri School Improvement Program 2021-22 Transition**

The MSIP 6 Comprehensive Guide was posted on 11/5/2022. Previously, a DRAFT version was posted on 8/17/2022. The initial draft version was prepared and posted for public comment on 3/8/2022.

### **2022 APR Release Provisions**

To ensure a smooth transition to MSIP 6, the following provisions will be in place as part of the 2022 APR release:

1. The 2022 Performance score alone cannot result in a decline in classification. An LEA's classification may decline due to a change in other criteria (e.g., compliance with the law, superintendent certification, financial stability).
2. The 2022 APR will reflect only one year of outcome data due to the lack of test administration in the 2019-20 school year and significant educational, cultural, and environmental challenges during the 2020-21 school year, which introduced difficulties using the previous two years as part of an outcome measure for accountability purposes. In future years, all Performance Indicators will be calculated using three years of data. For the calculation of growth, 2021 data will be used as the baseline.
3. The 2022 Growth Model only accounts for the subjects of English language arts (ELA) and mathematics. Future APRs may include a measure of Growth or Progress for science and social studies.
4. Progress measures will not be calculated in the 2022 APR, as 2022 data is needed to establish a baseline for potential future Progress calculations.
5. The Improvement Planning cycle will be phased in under a two-year cycle. The 2022 APR will be a pilot year for the Improvement Planning process, with volunteer LEAs participating.

# Executive Summary

## Overview

The Missouri Department of Elementary and Secondary Education (DESE) generates an Annual Performance Report (APR) for each Local Education Agency (LEA) to measure the progress of Missouri students, schools, and LEAs and to distinguish school and LEA performance. The APR is calculated as part of the Missouri School Improvement Program (MSIP) and is the primary component of the classification recommendation to the State Board of Education. The year 2022 marks the beginning of the MSIP 6 cycle, denoting the sixth iteration of this process.

## Implementation Timeline

The following table shows the timeline of implementation for MSIP 6, including the current 2022 transitional year.

School Year	Cycle	Assessment Window	Release	Years of Data Included in APR	Data Reported	Classification/Accreditation of LEAs
2020-21	MSIP 5	Summer 2020, Fall 2021, Spring 2021	Fall/Winter 2021	No APR release	Yes	No APR
2021-22	MSIP 6 Transition	Summer 2021, Fall 2021, Spring 2022	Winter 2023	1	Yes	Classification will not be lowered due to APR performance
2022-23	MSIP 6	Summer 2022, Fall 2022, Spring 2023	Fall 2023	2	Yes	Classification will not be lowered due to APR performance
2023-24	MSIP 6	Summer 2023, Fall 2023, Spring 2024	Fall 2024	3	Yes	Initial classification of LEAs under MSIP 6
2024-25	MSIP 6	Summer 2024, Fall 2024, Spring 2025	Fall 2025	3	Yes	Reclassification based on APR performance may occur

Table 1

## Terminology

There is often confusion around the terms “school,” “building,” “district,” or “LEA.” For the purposes of this manual, the labels “school” and “building” are interchangeable, considered an attendance center, have a building code, and generate a building-level APR. Similarly, the words “district,” “LEA,” and “charter” are interchangeable for the purposes of this document, have a county-district code, and generate a LEA-level APR.

## Annual Performance Report (APR)

The APR consists of two parts under MSIP 6: the Performance score and the Continuous Improvement score. MSIP 6 Accreditation will incorporate these two components with the following weight in the 2023-24 APR:

$$\text{APR} = \text{Performance Score (140 pts)} + \text{Continuous Improvement Score (60pts)}$$

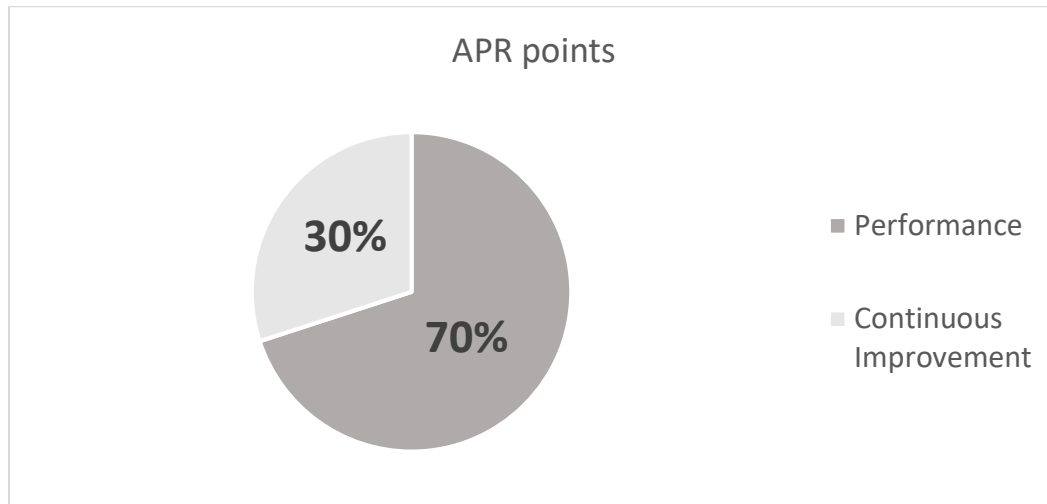


Figure 2

Every APR will receive an overall score, expressed as total points earned as a percentage of points possible. If an LEA cannot generate data for a particular standard or indicator due to the LEA's grade span (e.g., K-8 LEAs do not have graduation data), points for that indicator are removed from the numerator and denominator of the percentage calculation. That is, LEAs are only scored on those metrics for which they can earn points.

$$\text{APR percentage} = \frac{\text{Total Points Earned}}{\text{Total Points Possible}} * 100\%$$



## MSIP 6 Standards and Indicators

The MSIP 6 Standards and Indicators, which were approved by the State Board of Education in February 2020, form the framework for school improvement under MSIP 6. Standards and Indicators, with respect to the APR, are divided into three types. (1) Performance Indicators are quantifiable, outcome-based metrics that are measured as part of the APR. (2) Continuous Improvement Indicators are quantitative and qualitative measures focused on LEA practices and procedures that are measured as part of the APR. (3) Best Practice Indicators are not measured as part of the APR but represent ideals that LEAs should seek to achieve.

Throughout this guide, each section references the Performance and Continuous Improvement Standards and Indicators that each section of the APR attempts to measure. MSIP 6 Standards and Indicators may be found in [Appendix A](#).

### Performance Score

The Performance score measures concrete, quantifiable measures of educational achievement, growth, and career-readiness at various points along the K-12 spectrum. Performance metrics hold LEAs accountable for whether students consistently attain positive educational outcomes – that is, Performance metrics measure whether the students of a particular LEA or school are gaining the knowledge and skills they need to succeed in the next step of their education, including post-graduation. Throughout the guide, Performance metrics are sometimes referenced as “outcomes” to denote that student performance is an outcome of the educational process.

Percentage of Overall Score	
<b>Achievement: Status</b>	24%
Overall (All Students)	16% (subset percentage of 24%)
Student Group	8% (subset percentage of 24%)
<b>Achievement: Growth</b>	24%
Overall (All Students)	16% (subset percentage of 24%)
Student Group	8% (subset percentage of 24%)
<b>Success-Ready</b>	10%
<b>Graduation Rate</b>	10%
<b>Follow-up</b>	2%
<b>Total</b>	70%

Table 2

## Continuous Improvement Score

The Continuous Improvement score is designed to understand how LEAs are working to improve, based on current best practices for improving student outcomes, as well as the LEA's own self-identified needs, strengths, and areas for improvement in a local context. Throughout the guide, Continuous Improvement metrics are sometimes referenced as "processes" or "inputs" to denote that they tie back to the work an LEA does along the path toward improving. In addition to measuring quantitative Continuous Improvement Indicators through regular data collections, DESE will review planning materials and self-response documents submitted by the LEA that highlight the Improvement Planning process.

Percentage of Overall Score	
<b>Improvement Planning</b>	<b>21%</b>
Continuous School Improvement Plan (CSIP)	15% (subset percentage of 21%)
Response to Standards	4% (subset percentage of 21%)
Climate and Culture Survey	2% (subset percentage of 21%)
<b>MSIP Required Documentation</b>	<b>3%</b>
<b>Success-Ready*</b>	<b>6%</b>
<b>Total</b>	<b>30%</b>

Table 3

\*Note: Success-Ready indicators are measured in both the Continuous Improvement and the Performance scores, such that in total, the entire metric accounts for 16% of the overall score (6% through Continuous Improvement and 10% through Performance). Details of this calculation and the hybrid way of measuring Success-Ready Indicators may be found in the Success-Ready sections.

The Improvement Planning portion of the APR (worth 21% of the points available on the APR and consisting of the LEA's CSIP, Climate and Culture Survey, and Response to Standards) will not be scored every year. The Improvement Planning process reflects multiple years of work by the LEA, and initiatives may take several years to implement. For this reason, LEAs will be required to submit the artifacts of the Improvement Planning process every two years on a rolling basis, with roughly half of LEAs being scored in a given year. Each LEA will complete the Improvement Planning process if scheduled to be reviewed in the current school year.

In the years in which an LEA does not complete the Improvement Planning process, APR points will still be reported. However, percentages will be calculated based on the points available for non-Improvement Planning points. The APR percentage for an LEA that is scored on all metrics will be calculated out of 200 points on the APR, while an LEA that was not scored on the Improvement Planning will be scored out of 152 points on the APR. For the 2021-22 and 2022-23 school years, Improvement Planning points will not be included. Improvement Planning scores will not be reported publicly until 2024, when all LEAs have been assessed. DESE will not use APR scores to make recommendations until 2024, when complete APRs are available for all LEAs. For more information on the MSIP 6 timeline for reporting and classification of LEAs, see the section on the [MSIP 6 Classification and Accreditation Process](#).

## Best Practice Standards

The MSIP 6 Standards and Indicators outline a set of best practice standards that align with the law, policy, stakeholder feedback, and education research, and serve as a framework for LEAs to consider their own practices. However, these standards will not be monitored as part of the MSIP 6 process and will not be scored for points on the APR.

## **Building-Level APRs**

In addition to distinguishing LEA performance through LEA-level APRs, DESE recognizes the importance of distinguishing performance among individual schools/buildings within an LEA. To this end, DESE will produce building-level APRs for most schools in Missouri. APRs are not generated for preschools, residential treatment facilities, juvenile detention centers, or special education cooperatives that serve students whose tuition is paid by another LEA.

It is important to note that individual schools will not receive points for Improvement Planning. APRs at the building level will focus on measures of Academic Achievement, Success-Readiness, Follow-Up, and Graduation. In addition, many buildings may not generate data for all measures, as many metrics are specific to certain grade spans (e.g., a K-6 school will not generate a score for Graduation Rate, a 9-12 school does not administer Kindergarten Entry Assessments). If a school does not generate data for a measure, points for that measure are removed from both the denominator and the numerator. That is, LEAs and schools are scored only on measures for which they generate data. For this reason, building-level scores may differ significantly among buildings with different grade spans. Caution is encouraged when comparing the APR scores of buildings with different grade spans.

As the Missouri Board of Education does not issue accreditation classifications for individual schools, only LEA-level APRs will be used to inform accreditation decisions.

# MSIP 6 APR Scoring Guide

This section outlines the detailed scoring guides for each Performance and Continuous Improvement standard.

## 2021-22 APR Scoring Table

Academic Achievement: Status	ELA	Math	Science	Social Studies	Subtotal
All Students Points Possible	12	12	4	4	32
Student Group Points Possible	6	6	2	2	16
Academic Achievement: Growth	ELA	Math	Science	Social Studies	
All Students Points Possible	12	12	.	.	24
Student Group Points Possible	6	6	.	.	12
Success-Ready (Performance)					
Points Possible	20				20
Graduation Rate					
Points Possible	20				20
Follow-Up					
Points Possible	4				4
MSIP 6 Required Documentation					
Points Possible	6				6
Success-Ready (Continuous Improvement)	School Readiness	Attendance	ICAP		
Points Possible	4	4	4		12

Table 4

## 2023-24 APR Scoring Table

Academic Achievement: Status	ELA	Math	Science	Social Studies	Subtotal
<b>All Students Points Possible</b>	12	12	4	4	32
<b>Student Group Points Possible</b>	6	6	2	2	16
Academic Achievement: Growth	ELA	Math	Science	Social Studies	
<b>All Students Points Possible</b>	12	12	4	4	32
<b>Student Group Points Possible</b>	6	6	2	2	16
<b>Success-Ready (Performance)</b>					
<b>Points Possible</b>	20				20
<b>Graduation Rate</b>					
<b>Points Possible</b>	20				20
<b>Follow-Up</b>					
<b>Points Possible</b>	4				4
<b>Continuous Improvement: Improvement Planning</b>					
<b>Continuous School Improvement Plan (CSIP)</b>	*Scoring breakdowns outlined in the associated standard sections				30
<b>LEA Response to Standards</b>					8
<b>Climate and Culture Survey</b>					4
<b>MSIP 6 Required Documentation</b>					
<b>Points Possible</b>					6
Success-Ready (Continuous Improvement)	School Readiness	Attendance	ICAP		
<b>Points Possible</b>	4	4	4		12

Table 5

# MSIP 6 Technical Definitions for Standard EA1

## Academic Achievement

### Missouri Assessment Program (MAP)

Academic Achievement metrics (Status and Growth) are based on student scores on required assessments administered through the Missouri Assessment Program (MAP), a series of standardized tests designed to yield information on academic achievement at the student, class, school, LEA, and state levels. This information helps to identify individual student progress toward mastery of grade-specific and course-specific learning expectations established by the [Missouri Learning Standards](#).

As part of the MAP, LEAs are required to assess all students in grades 3-8 on the Grade-Level Assessments (GLA) in the following grades and subjects:

- English Language Arts (ELA) – grades 3-8
- Mathematics – grades 3-8\*
- Science – grades 5 and 8

In addition, LEAs are required to assess all Missouri high school students in four End-of-Course assessments (EOC) prior to graduation. The following assessments should be administered when a student has received credit for the relevant course, regardless of grade level:

- English II
- Algebra I\*
- Biology I
- Government

Other EOCs, including English I, Physical Science, American History, Personal Finance, Algebra II\*, and Geometry\* may be administered at the discretion of the LEA, but students are not required to take assessments in these subjects, and these test scores will not contribute to LEA Academic Achievement scores.

Some students with severe cognitive disabilities may not be able to take the GLA or EOC assessments. These students may take the MAP Alternate (MAP-A) assessment in lieu of the GLA or EOC assessment required for their grade level. See the [MAP-A exclusion](#) section for more information on when MAP-A assessments may be administered.

\*Advanced mathematics EOCs may count toward APR scores for students who take advanced mathematics content in grades 6-8. See [Appendix B](#) for a full description.

### Student Groups

To better differentiate among needs of LEAs or schools and to ensure broader inclusion of students who have historically performed below the state average, Missouri will continue to report academic achievement for various demographic groups. In addition to overall performance for all students in the state, DESE will report academic achievement data for the following groups: low-income students (defined as students who are direct certified (DC) in the National School Lunch Program), students with disabilities (SWD), English learners (EL), and the state's major racial and ethnic student groups. A review of Missouri data identifies five groups who tend to perform significantly lower than the state average: Black, Hispanic, DC, SWD, and EL students. LEAs and schools will receive APR points based on the performance of the aggregated cohort of all students and will also receive a separate score for the cohort comprised of students in one or more of these historically underperforming student groups (henceforth referred to as the "Student Group").

In Table 5, all example students' scores are included in the cohort of all students for accountability and reporting purposes when the cell size requirement is met (see [cell size](#) description for requirements).

For the purposes of scoring Student Group achievement, students are included in the cohort if, and only if, they are in at least one of the five identified categories. Students are not double-counted if they meet more than one criteria. In Table 5, students B, C, and D are included in the Student Group.

Student	Total	Asian / Pacific Islander	Black	Hispanic	American Indian	White	Multi- Racial	DC	SWD	EL
<b>A</b>	X					X				
<b>B</b>	X					X		X	X	
<b>C</b>	X		X							
<b>D</b>	X			X				X		X
<b>E</b>	X	X								
<b>F</b>	X						X			

Table 6

Performance of individual student groups is reported for planning and monitoring purposes. For example, Student B's score would be reported in the following groups: Total, White, DC, and SWD.

## Test Participation

All LEAs and schools are required to assess at least 95 percent of their students and student groups on the assessments required by the MAP. Participation is calculated by content area and student group. That is, separate participation rates are calculated for all ELA, mathematics, science, and social studies tests administered in the LEA or school for both the cohort of all students and the Student Group.

Students who do not participate in a test will receive a test record marking them as a non-participant (previously known as "Level not Determined" or LND). In order to meet the 95 percent participation requirement, no more than five percent of students may receive a non-participant designation in a given content area and group.

LEA test coordinators are cautioned to pay attention to small sizes in certain tested populations. It is easier to exceed five percent non-participants in science (only tested in fifth and eighth grade and the high school EOC) and social studies (only tested in the high school EOC) than in ELA or mathematics. The Student Group is also more susceptible to non-participant issues, as it is generally smaller than the cohort of all students.

Non-participant designations are applied to the LEA and the school the student was attending during the time of test administration. It is possible to exceed the limit in an individual school but meet the participation requirement at the LEA level.

In future years, LEAs and schools that do not meet the 95 percent participation requirement for a content area and cohort will receive no points on the relevant APR sections for that content area and cohort. However, due to difficulties related to the COVID-19 pandemic, no participation penalty will be applied for the 2021-22 APR.

## **English Learners (EL) Exclusion**

To meet the participation standard, all EL students must participate in the appropriate mathematics, science, and social studies assessments. EL students in their first 12 cumulative months in the United States (as of April 1) may be exempt from one administration of the state ELA assessment (GLA, EOC, or MAP-A). All EL students must participate in the English Language Proficiency (ELP) assessment each year they are designated as an English Learner.

## **MAP-A Exclusion**

Some students with the most severe cognitive disabilities are not able to take the standard GLA or EOC content area assessment. If the student's Individualized Education Plan (IEP) team determines the student meets the eligibility criteria for the MAP-A, the student takes a MAP-A assessment. LEAs are required to assess all students who qualify for the MAP-A assessment on the corresponding MAP-A test. A student's scorable MAP-A assessment in grade 11 mathematics is used to meet the Algebra I EOC participation requirement, the grade 11 ELA is used to meet the English II EOC participation requirement, and the grade 11 science is used to meet the Biology I EOC participation requirement. As no MAP-A assessment exists for Government, MAP-A students are exempted from this participation requirement. However, a student would need to have consistently participated in the MAP-A assessments previously before the MAP-A exemption may be granted.

## **Students in Selected Residential Facilities**

Pursuant to § 167.128, RSMo, DESE is prohibited from aggregating the data of students who reside in an institution for neglected or delinquent children, a court-ordered group home, an institution for neglected children, or an institution for delinquent children for purposes of Missouri School Improvement Program (MSIP). This provision of law became effective August 28, 2018.

Students who are reported as neglected or delinquent by LEAs will be removed from all metrics in the APR. These data are aggregated into a single APR as required by state law. These data will be included in Missouri's federal accountability data as required by federal law.

## **Full Academic Year (FAY)**

LEAs are required to test all enrolled students unless an exclusion applies. DESE will report all test scores, but only scores of those students who have been enrolled a Full Academic Year (FAY) in an LEA and/or school will be included in the calculation of the APR. FAY is defined as any student who is enrolled from the last Wednesday in September through the MAP administration window, without transferring out of the LEA or school for a significant period of time and re-enrolling. A significant period of time is defined as "one day more than half of the eligible days between the last Wednesday in September and the test administration." This information is reported by LEAs through Missouri Student Information System (MOSIS) in April. FAY applies to each summary level independently. For example, a student who is reported as "in building less than a year" but was in the LEA a full academic year is excluded from the school totals but included in the LEA totals.



## Participation Rate Calculation

The participation rate calculates the percent of students who participated in a MAP test for a given content area. All enrolled students are considered “accountable” students (recently arrived students or those in the U.S. less than a year are excluded from the ELA assessment). An accountable student who makes a valid attempt on a MAP test in a given subject or content area is defined as a “participant.” The number of participants divided by the number of accountable students is the participation rate. When an accountable student does not receive a valid test score, the student receives a designation in place of a performance level score.

The participation rate for an LEA with 132 accountable students, 130 of whom were tested, is calculated in the following manner:

Participants		Accountable Students	Participation Rate
130	/	132	98.5%

Table 7

Conversely, the rate of non-participation is calculated by dividing the number of non-participants by accountable students. All accountable students who are not participants are considered non-participants.

Non-participants		Accountable Students	Non-participation (LND) Rate
2	/	132	1.5%

Table 8

In LEAs with fewer than 20 students, a 95% participation rate may allow for less than one non-participant. To correct for this, the maximum number of allowable non-participants is rounded up to the nearest student. For example, a 95% participation rate in an LEA with 15 students would be equal to 14.25 participants. This number is adjusted to a minimum of 14 participants or a maximum of one non-participant.

Word	Definitions
<b>Accountable</b>	<ul style="list-style-type: none"> <li>All students enrolled during the LEA testing window</li> <li>All students enrolled in and receiving credit for a course in which an EOC, MAP-A, or GLA is required</li> <li>Excludes recently arrived EL students (in U.S. less than a year) from ELA only</li> </ul> <p>Note: MAP scores are comprised from GLA, MAP-A, and EOC assessments.</p>
<b>Participant</b>	A student with a valid test attempt
<b>Reportable</b>	Participant students who were in the building for a full academic year (FAY), whose student scores contribute to the calculation of the APR data
<b>Non-participant (Level Not Determined)</b>	Students without a valid attempt on any session on the test

Table 9

# MSIP 6 Performance Score – Standard EA1

## Academic Achievement Status

### Background

Status is a measure of academic performance at a given point in time. Students are assigned a Performance Level Index Score based on their performance on tests administered as part of the Missouri Assessment Program (MAP). Student Performance Level Index Scores are used to calculate the MAP Performance Index (MPI), a composite number that represents overall performance for all students in a given cohort.

For APR purposes, the MPI is calculated at the LEA or building level for each subject for the cohort of all students and the Student Group. Status, for the purposes of calculating APR points and classifying LEAs, is divided into four levels:

- Target
- On-Track
- Approaching
- Floor

Due to the impact of the COVID-19 pandemic, no assessments were administered in 2020. While assessments were administered in 2021, accountability data were not generated in that year. The 2021-22 APR will only use 2022 test data.

#### Notes:

- Assessment data are obtained from contracted testing publishers for GLA, EOC, and MAP-A assessments.
- Status calculations for the 2022 Annual Performance Report will include only assessment data from the 2021-22 school year.
- All MPI values are truncated to the tenth.

### Academic Status Point Allocations

#### All Students

Status Designation	ELA	Mathematics	Science	Social Studies
<b>Target</b>	12	12	4	4
<b>On-Track</b>	9	9	3	3
<b>Approaching</b>	6	6	2	2
<b>Floor</b>	0	0	0	0

Table 10

#### Student Group

Status Designation	ELA	Mathematics	Science	Social Studies
<b>Target</b>	6	6	2	2
<b>On-Track</b>	4.5	4.5	1.5	1.5
<b>Approaching</b>	3	3	1	1
<b>Floor</b>	0	0	0	0

Table 11

## Performance Level Index

Student performance on tests administered through the MAP is reported in terms of four performance levels that describe a pathway to proficiency (Below Basic, Basic, Proficient, and Advanced). Each test is assigned a scale score that describes performance along a continuum. For EOC and GLA tests administered through the MAP, three cut scores are designated for each exam, which define the student's performance level based on the scale score.

Scale Score	Performance Level
Below Cut Score 1	Below Basic
At or above Cut Score 1 but below Cut Score 2	Basic
At or above Cut Score 2 but below Cut Score 3	Proficient
At or Above Cut Score 3	Advanced

Table 12

Each cut score defines a range of possible scale scores associated with each performance level. The Performance Level Index assigns a point value to each student based on the student's position in the score range, truncated to the hundredth. Scale scores in the Below Basic range receive an index score between 1 and 2.99, scores in the Basic range receive a value between 3 and 3.99, scores in the Proficient range receive a value between 4 and 4.99, and scores in the Advanced range receive a value of 5. A student's Performance Level Index Score is proportional to their position in the score range. For example, a student at the very bottom of the Below Basic range would receive a Performance Level Index Score of 1. A student exactly in the middle of the Basic score range would earn a value of 3.5, and a student three-quarters of the way between Proficient and Advanced would earn a value of 4.75.

Scale Score	Performance Level Index Point Value
Below Basic	1-2.99
Basic	3-3.99
Proficient	4-4.99
Advanced	5

Table 13

The MAP Alternate assessment (MAP-A) is uniquely constructed to measure the academic performance of the most cognitively disabled students. MAP-A assessments are individualized, and student proficiency levels are assigned by the testing company based on the student's level of mastery of specific skill sets rather than raw or scale scores. For this reason, the MAP-A scoring system is not conducive to assigning fractional scores within a performance level. For this reason, APR Performance Level Index values will be assigned in the following manner: Below Basic receives a value of 2, Basic receives a value of 3, Proficient receives a value of 4, and Advanced receives a value of 5.

The MPI for an LEA, building, content area, and/or student group is calculated by summing the index scores for all students in the group being measured, dividing by the total number of students, and multiplying by 100 (truncated to the tenth). All reportable assessment results from a single accountability year (defined as all summer, fall, and spring administrations) and content area are combined when generating the LEA, school, or Student Group MPI.

## Example Calculation

In the following example of a single content area for a grade 6-8 school, performance levels generated through the GLA and the Algebra 1 EOC are utilized to generate an MPI. The following example calculates the mathematics MPI of a fictitious school serving five students in grades six through eight.

**Step 1** – Scale score ranges for each Performance Level are determined for each grade being measured. Scale scores below Cut Score 1 receive a Performance Level of Below Basic, scale scores equal to or above Cut Score 1 and below Cut Score 2 are Basic, scale scores equal to or above Cut Score 2 and below Cut Score 3 are Proficient, and scale scores equal to or above Cut Score 3 are Advanced.

Grade	Minimum Scale Score (Lower Bound for Below Basic)	Cut Score 1 (Lower Bound for Basic)	Cut Score 2 (Lower Bound for Proficient)	Cut Score 3 (Lower Bound for Advanced)	Maximum Scale Score
6	50	100	150	200	250
7	60	120	160	210	260
8	80	140	200	240	300
Algebra 1	50	75	100	125	200
<b>These cut scores are fictitious, for illustration purposes only</b>					

Table 14

**Step 2** – Performance Levels are assigned to students according to their scale scores. DESE assigns a Performance Level Index Score to each reportable student according to where the student's scale score falls in the range of total possible scale scores for the Performance Level. Index Scores are assigned in the following manner:

$$\begin{aligned} \text{Below Basic} &= 1 + 2 * (\text{Student Score} - \text{Minimum Scale Score}) / (\text{Cut Score 1} - \text{Minimum Scale Score}) \\ \text{Basic} &= 3 + (\text{Student Score} - \text{Cut Score 1}) / (\text{Cut Score 2} - \text{Cut Score 1}) \\ \text{Proficient} &= 4 + (\text{Student Score} - \text{Cut Score 2}) / (\text{Cut Score 3} - \text{Cut Score 2}) \\ \text{Advanced} &= 5 \end{aligned}$$

	Grade	Scale score	Performance Level	Performance Level Index Score
<b>Student 1</b>	06	125	Basic	3.5
<b>Student 2</b>	07	100	Below Basic	2.33
<b>Student 3</b>	07	150	Basic	3.75
<b>Student 4</b>	08	255	Advanced	5
<b>Student 5</b>	EOC	115	Proficient	4.6

Table 15

**Step 3** – The Performance Level Index Scores for all students are added together, divided by the total number of reportable students, and multiplied by 100 (truncated to the tenth) to determine the MPI.

Total Index Points	Reportable Students	MPI
(3.5+2.33+3.75+5+4.6)	5	383.6

Table 16

## Status Calculation

The MPI is a composite score that reflects the level of achievement of all reportable students in each content area at the LEA or school level, for all students, and the Student Group. The MPI is compared to Status cutoffs set by DESE for each content area and student group to determine the LEA or school's Status designation for each measure.

Under normal circumstances, Status scores are based on a three-year average of the MAP Performance Index (MPI), unless three years of data are not available. However, as part of the transition for MSIP 6, for the 2021-22 APR only one year of data will be used, and for the 2022-23 APR, two years of data will be used (2021-22 and 2022-23).

## Status Targets - All Students

Content Area	Floor	Approaching	On-Track	Target
<b>ELA</b>	100-299.9	300-380.9	381-399.9	400-500
<b>Mathematics</b>	100-299.9	300-369.9	370-399.9	400-500
<b>Science</b>	100-299.9	300-371.9	372-399.9	400-500
<b>Social Studies</b>	100-299.9	300-367.9	368-399.9	400-500

Table 17

## Status Targets – Student Group

Content Area	Floor	Approaching	On-Track	Target
<b>ELA</b>	100-271.8	271.9-352.8	352.9-371.8	371.9-500
<b>Mathematics</b>	100-265.6	265.7-335.6	335.7-365.6	365.7-500
<b>Science</b>	100-278.9	279-343.9	344-371.9	372-500
<b>Social Studies</b>	100-278.9	279-346.9	347-378.9	379-500

Table 18

Cell Size

Under normal circumstances, LEAs that tested fewer than 30 students in a given content area and group for each of the previous three years will generate APR scores based on a “pooled” MPI that combines all three of the previous years into one cohort. However, because the calculation of the 2022 APR will use only one year of data, pooling will not be possible. Therefore, LEAs and schools with fewer than 30 students in the group of all students will be scored based on that year alone. For small cohorts, data suppression will be applied to public reports to preserve the anonymity of test-takers.

LEAs and schools with fewer than 30 students in the Student Group for a particular content area will not receive points that content area. Points will be removed from the numerator and the denominator of the APR percentage calculation.

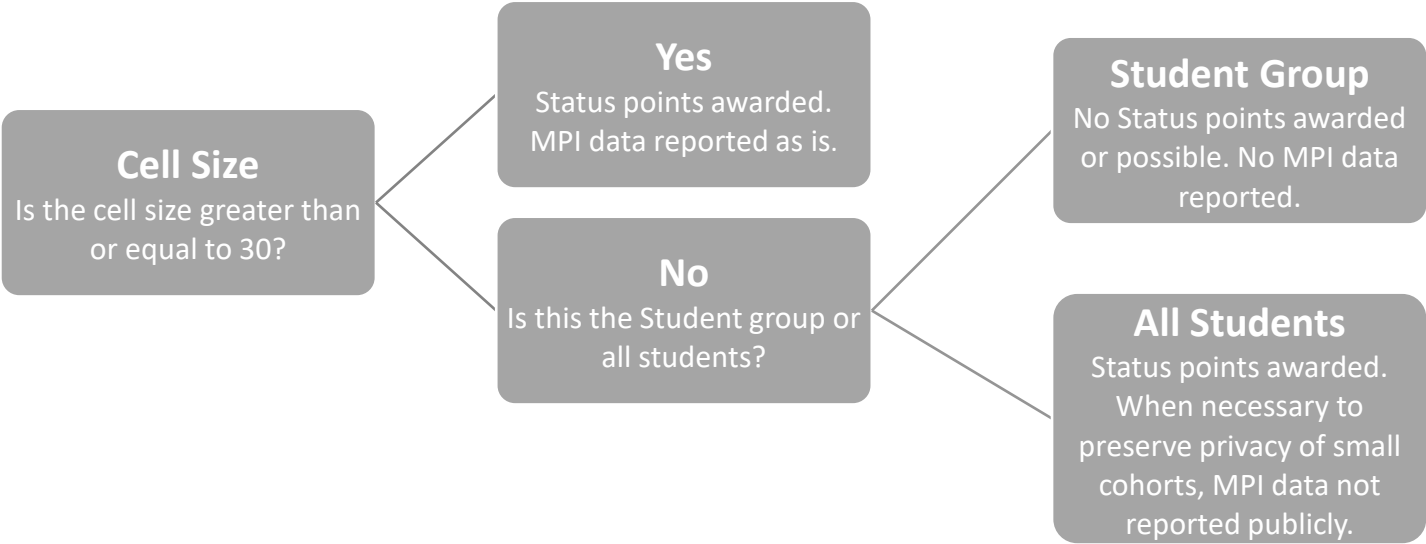


Figure 3

# MSIP 6 Performance Score – Standard EA1

## Academic Achievement Growth

### Background

Growth in MSIP is calculated using the Missouri Growth Model. The Missouri Growth Model estimates the systemic contributions of LEAs and schools to student achievement.

Growth measures for MSIP 6 are determined by conducting a statistical analysis of all valid MAP score pairs. A valid MAP score pair is a score from grades four through eight with a score from the prior year and grade level. For example, a fourth grade score with a valid third grade score from the prior year, both for the same student, is a valid MAP score pair. In this case, the fourth grade score in the pair is the outcome score and the third grade score from the prior year is the predictor score. A fourth grade MAP score with no third grade score from the prior year would NOT be included in the statistical analysis because there is no valid predictor score to go with the outcome score.

Statistical analyses consider the valid score pairs for each student across the state, LEA and school average scores for the prior year, and a few other variables described in [Appendix C](#) to generate a predicted outcome score for each student. The difference between the predicted score and the actual outcome score earned by the student, (i.e., the residual), is then used to determine school and LEA-level growth measures. Note that a score pair is assigned to an LEA and school when the MAP test that generated the outcome score was taken in that LEA and school, regardless of the LEA and school where the exam that generated the valid predictor score was taken.

LEA and school growth measures are compared to the state mean to determine if they are statistically different, and then placed in three categories: Below Average, Average, and Above Average. Statistical significance depends on three factors: the magnitude of the difference from the state mean, the number of score pairs analyzed for the LEA or school, and the overall variability in the individual student growth measures.

Growth for Student Group students is calculated in the same manner as for the cohort of all students; however, only Student Group students are used in the calculation.

LEA and school growth points for APR are calculated from the statistical significance categories: Below Average, Average and Above Average and their proportional rank order in that category.

For APR purposes, the growth measure is calculated at the LEA or school level for each subject, for the cohort of all students and the Student Group. After LEAs are classified, growth points are assigned in a continuous manner throughout the entire distribution of LEAs (or schools).

### LEA Category Points – All Students

Statistical Significance Category	English Language Arts	Mathematics
Below Average	0-5.9	0-5.9
Average	6-8.9	6-8.9
Above Average	9-12	9-12

Table 19

## LEA Category Points – Student Groups

Statistical Significance Category	English Language Arts	Mathematics
Below Average	0-2.9	0-2.9
Average	3-4.4	3-4.4
Above Average	4.5-6	4.5-6

Table 20

## LEA Growth Point Calculation

### MEASURE: M

Mathematics = 12

English Language Arts = 12

Mathematics Student Group = 6

English Language Arts Student Group = 6

### CATEGORY

$C_0$  – Lowest percentage of total points for each statistical significance category.

$C_R$  – The percentage width for each statistical significance category.

Category	$C_0$	$C_R$
Below Average	0	.499
Average	.5	.249
Above Average	.75	.25

Table 21

**CATEGORY SIZE: N** – Total number of LEAS (or schools) in each category.

**CATEGORY RANK: n** – The ratio ranked order of the LEA (or school) in its category.

### FORMULA

$$= (M \times C_0) + (M \times C_R \times n / N)$$

## Example Calculations

EXAMPLE #1: An LEA is ranked 70<sup>th</sup> out of 130 schools in the below average category in mathematics.

$$\begin{aligned}
 &= (M \times C_0) + (M \times C_R \times n / N) \\
 &= (12 \times 0) + (12 \times .499 \times 70 / 130) \\
 &= 3.2
 \end{aligned}$$



## LEA Growth APR Points

The LEA's final APR growth calculation will be the sum for each subject, for the cohort of all students and the Student Group. LEAs that do not meet the population threshold for the Student Group will not have those growth points in their APR calculation.

### Notes:

- Assessment growth data are obtained from the University of Missouri - Columbia.
- Growth calculations for the 2022 Annual Performance Report will include only English language arts and mathematics.
- All growth values are truncated to the tenth.

# MSIP 6 Performance Score – Standard TL1

## Success-Ready Students

### Background

The Success-Ready metric measures students' readiness for the next phase of their educational experience and holds LEAs accountable for providing students with the resources necessary to succeed at every level of their education. LEAs are also expected to demonstrate students' preparedness for future careers and/or postsecondary education.

As outlined in the MSIP 6 Standards and Indicators, the Success-Ready Indicators combine inputs and outputs. Output measures, which are found in this Performance section, measure student performance on college and career readiness (CCR) assessments, participation in advanced academic or career-oriented experiences, and high school readiness (K-8 LEAs only). Input measures, which include environmental factors and best practices that contribute to student success at the LEA level, are found in the Continuous Improvement section of this guide (see pages 39-51).

### Measurement

The Success-Ready performance score is based on three measurements, each of which is tied to a different indicator. Points are allocated in the following manner:

#### Performance Score Measurement

Indicator	Description	Points Possible
TL1C (K-8 only)	High School Readiness	Up to 10 Points
TL1J (K-12 only)	CCR Assessment	Up to 10 Points
	Advanced Coursework	Up to 10 Points

Table 22

Standard TL1J is only applicable to high schools. Therefore, for K-8 LEAs and schools, no points will be awarded or possible for this section. Indicator TL1C applies to K-8 LEAs only. No points are awarded or possible for TL1C in K-12 schools. Therefore, K-12 LEAs can earn a total of 20 points for the Success-Ready performance measure, while K-8 LEAs can earn a total of 10 points (for K-8 LEAs, the remaining 10 points are removed from the numerator and the denominator of the APR points percentage calculation).

## Calculation of TL1C: High School Readiness (HSR) – K-8 LEAs only

K-8 LEAs are scored based on the percent of Grade 8 students who earned a performance level of Proficient or Advanced on a MAP EOC assessment. Point values assigned as follows:

HSR Designation	Targets	Points assigned
<b>Target</b>	25.0% – 100%	10
<b>On-Track</b>	19.0% – 24.9%	7.5
<b>Approaching</b>	12.0% – 18.9%	5
<b>Floor</b>	0.0% – 11.9%	0

Table 23

### Method for Calculating Status

The percentage of K-8 students earning a qualifying score on the MAP EOC assessments is determined by dividing the number of Grade 8 students who earned a qualifying score on the MAP EOC assessments by the total number of Grade 8 students, then multiplying by 100, and truncating to the tenth.

The following example shows how to calculate the HSR percentage for a hypothetical LEA with the following number of Grade 8 students:

Total enrollment	Below Basic	Basic	Proficient	Advanced
<b>63</b>	4	7	7	5

Table 24

Divide the number of students scoring Proficient or Advanced on MAP EOC assessments by the number of total students for each year, then multiply by 100 and truncate to the tenth to determine the percentage of students earning a qualifying score.

$$(\text{Proficient} + \text{Advanced})/\text{Total} = (7 + 5)/63 = 12/63 = 19.0\%$$

In the case of this example, 19% of eighth-grade students in the LEA earned a score of Proficient or Advanced on an EOC, which results in a designation of “On-Track” for this measure.

### Notes:

- All available EOC assessments may be used toward TL1C: High School Readiness. If a student takes more than one EOC assessment, the assessment with the highest performance level will be used.
- Data are obtained from the MOSIS June Enrollment and Attendance file and from official testing companies.
- The cohort of students used in this calculation is defined as all eighth grade students who advanced to ninth grade at the end of the year.
- FAY does not apply to the HSR Standard.

## Calculation of TL1J: Postsecondary Readiness

Standard TL1J requires that students demonstrate preparedness for life after graduation through a variety of measures of postsecondary readiness. To compile the relevant data elements included in this component of the Success-Ready indicator, two separate scoring frameworks are used with equal weights assigned to both. The components within each are outlined below. The first component of the score for TL1J calculates a weighted score representing student achievement on various assessments of postsecondary readiness, and the second component measures the proportion of students participating in advanced coursework, career training, or other college and career preparation experiences.

**Success-Ready Performance Score: CCR Assessment Scoring Table**

Designation	Targets	Points assigned
<b>Target</b>	71.5%-100%	10
<b>On-Track</b>	67.2%-71.4%	7.5
<b>Approaching</b>	40.0%-67.1%	5
<b>Floor</b>	0.0% - 39.9%	0

Table 25

**Success-Ready Performance Score: Advanced Coursework Scoring Table**

Designation	Targets	Points assigned
<b>Target</b>	47.8%-100%	10
<b>On-Track</b>	43.9%-47.7%	7.5
<b>Approaching</b>	5.0%-43.8%	5
<b>Floor</b>	0.0%-4.9%	0

Table 26

## Success-Ready Performance Score: CCR Assessments Calculation

This measurement assigns a weighted ratio to each LEA based on student participation and performance on department-approved assessments of college and career readiness. Department-approved measures are represented by the following: ACT®, SAT®, WorkKeys®, ACCUPLACER®, and ASVAB. Scores on any of these assessments count toward the CCR Assessment calculation. In order to allow comparison of scores on different exams, a weighted score between 0.25 and 1.25 is assigned to each student with a valid score on one of the approved exams. A matrix of approximately equivalent college and career readiness assessment scores can be found in [Appendix D](#).

**Step 1** - Determine the number of students with a qualifying score on any of the approved options, and multiply by associated point value.

Explanations of Calculations	Examples of Data	Examples of Calculations
Students are assigned a weighted point value based on their scores on department-approved college and career readiness exams. Approximate equivalent exam scores are used to establish comparability of scores on different assessments. The exam contributing the highest approximate equivalent score is used for each student.	<b>Unduplicated Count</b> Number of graduates who score at, or above, a 26 on the ACT® or who demonstrate comparable performance on a department-approved measure multiplied by 1.25	$18 * 1.25 = 22.5$
	Number of graduates who score at, or above, a 22 on the ACT®, but below a 26, or who demonstrate comparable performance on a department-approved measure multiplied by 1	$43 * 1 = 43$
	Number of graduates who score at, or above, an 18 on the ACT®, but below 22, or who demonstrate comparable performance on a department-approved measure multiplied by 0.75	$52 * 0.75 = 39$
	Number of graduates who participate in a department-approved measure of college and career readiness, but score below comparable performance of an 18 on the ACT® multiplied by 0.25	$23 * 0.25 = 5.75$
	Number of graduates without a score multiplied by zero	$19 * 0 = 0$
	Total weighted points earned	$22.5 + 43 + 39 + 5.75 + 0 = 110.25$

Table 27

**Step 2** - Divide the number of weighted points earned by the number of graduates and multiply by 100, truncated to the tenth.

Total Points Earned	Number of Graduates						
<b>110.25</b>	/	155	=	0.711	*	100	71.1%

Table 28

### Notes:

- The number of graduates is based on June Enrollment and Attendance Records. MAP-A students who graduate on goals and do not receive a traditional diploma are EXCLUDED from this calculation.
- Scores on the ACT® are based on the superscore.
- A matrix of approximately equivalent ACT®, SAT®, ACCUPLACER®, WorkKeys®, and ASVAB scores, and the associated point values, are available in [Appendix D](#).
- Assessment data for ACT®, SAT®, WorkKeys® and ACCUPLACER® exams are provided by the respective testing companies; ASVAB data are provided by LEAs through MOSIS.

## Success-Ready Performance Score: Advanced Coursework Calculation

This measurement assigns a weighted ratio to each LEA based on the number of students participating in advanced coursework or earning advanced credentials in high school. Successful completion of advanced coursework or advanced credentials is demonstrated through scores on AP®, IB®, or PLTW®; department-approved Industry Recognized Credentials (IRCs) or stackable credentials; or qualifying grades in department-approved dual credit, dual enrollment, AP®, or IB® courses.

**Step 1** - Determine the number of students with a qualifying score on any of the approved options, and multiply by associated point value.

Explanations of Calculations	Examples of Data	Examples of Calculations
Weighted scores are assigned to students earning a qualifying score on an AP®, IB®, PLTW®; earning a qualified IRC or two qualifying stackable credentials; or earning a qualifying grade in department-approved advanced coursework. The metric contributing the highest score is used for each student.  See <a href="#">Appendix E</a> for additional information.	<b>Unduplicated Count</b> Number of graduates who score at, or above, a three on an AP® exam, or who score at, or above, a four on an IB® exam multiplied by 1.25	$16 * 1.25 = 20$
	Number of graduates who score proficient on a department- approved IRC assessment, earn a scale score of six or higher on a PLTW® assessment, or earn <b>two</b> stackable credentials, multiplied by one	$12 * 1 = 12$
	Number of graduates who earn a “B” or greater in a department- approved dual credit course, dual enrollment course, early college course, AP® course, or IB® course multiplied by one	$41 * 1 = 41$
	Number of graduates without a qualifying score or grade on an approved measure multiplied by zero	$81 * 0 = 0$
	Total weighted points earned	$20 + 12 + 41 + 0 = 73$

Table 29

**Step 2** - Divide the number of weighted points earned by the number of graduates and multiply by 100, truncated to the tenth.

Total Points Earned	Number of Graduates						
73	/	150	=	0.487	*	100	48.7%

Table 30

### Notes:

- The number of graduates is based on June Enrollment and Attendance Records with an Exit Code indicating the student graduated. MAP-A graduating on goals that do not receive a traditional diploma are EXCLUDED from this measure.
- Scores on the AP®, IB®, or PLTW® exams are reported by the testing company. Scores on a department-approved IRC are reported by the LEA in MOSIS. Grades earned in department-approved dual credit courses, dual enrollment, early college, AP® courses and IB® courses are reported by the LEA in MOSIS.
- A detailed description of approved advanced coursework and credentials, and the associated point values can be found in [Appendix E](#).

# **MSIP 6 Performance Score – Standard EA2**

## **Graduation Rate**

### **Background**

The high school graduation rate measure is designed to acknowledge LEAs and high schools for supporting students to and through their high school graduation. The measure recognizes graduation using the LEA's four - , five - , six - , and seven-year rates. Most students should graduate within four years of entering high school. However, DESE recognizes that for a minority of students, graduating in five, six, or seven years may be the best choice. Because a high school diploma is a baseline credential necessary for many future opportunities, and because LEAs and schools are better able to determine the graduation timeline most beneficial and realistic for each particular student, APR graduation scores may be based on the four-, five-, six-, or seven-year graduation rate. In practice, most LEAs and schools are scored based on the four-year rate. However, in some cases (particularly for LEAs and schools with high proportions of cognitively disabled students, LEAs and schools with high mobility rates, special school districts that serve students with non-traditional education plans, or alternative schools) other graduation rates may be more representative of the LEA or school's contribution to student graduation rates.

The five-, six- and seven-year rates track students for up to seven years but are otherwise calculated in the same manner as the four-year graduation rate. For example, the fifth-year students remain in their original cohort, and that cohort is recalculated based on the aggregate number of students graduating with a regular diploma within a five-year timeframe. The four-, five-, six- and seven-year graduation rates are calculated, and the highest of the four is used to determine if LEAs and schools have met the graduation rate target.

Notes:

- Data are obtained from the MOSIS June Enrollment and Attendance file.
- **Cohort Year Calculation** – Cohort year is calculated by adding four school years to the school year a student is first identified as a freshman into the MOSIS June Student Core, Enrollment, and Attendance submission to determine when graduation should typically occur. For example, a freshman who enters school in August of 2019 has a first freshman school year of 2019-20 and should be reported in MOSIS (FirstFreshmanYear = 2020). This student would be expected to graduate in the school year 2022-23 (Cohort Year = 2023). It is crucial that the first freshman school year is identified accurately for proper cohort year identification.
- **Four-Year Adjusted Cohort Graduation Rate Definition** – The four-year adjusted cohort graduation rate consists of the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class, truncated to the tenth. From the beginning of ninth grade, students who are entering that grade for the first time form a cohort that is subsequently adjusted by adding any students who transfer into the cohort later as ninth graders or within the next three years and subtracting any students who transfer out, immigrate to another country, or die during that same period.
- **Five-Year Adjusted Cohort Graduation Rate Definition** – The five-year adjusted cohort graduation rate is calculated the same as the four-year with the exception that it includes both four- and five-year graduates in the fifth-year cohort.
- **Six-Year Adjusted Cohort Graduation Rate Definition** – The six-year adjusted cohort graduation rate is calculated the same as the four- and five-year rate with the exception that it includes four-, five-, and six-year graduates from the original ninth-grade cohort.
- **Seven-Year Adjusted Cohort Graduation Rate Definition** – The seven-year adjusted cohort graduation rate is calculated the same as the four-, five-, and six-year rate with the exception that it includes four-, five-, six- and seven-year graduates from the original ninth-grade cohort.
- **Graduating Attendance Centers with grades 10, 11, 12 or 11, 12** – Attendance centers that do not include the ninth grade will use the same calculation as those attendance centers that include the ninth grade, with the exception of substituting the next lowest grade level taught in the attendance center beyond the ninth grade for the beginning of the adjusted cohort.
- **Definition of Graduate** – Only students graduating with a regular diploma, as outlined in the graduation handbook, count toward the graduation rate. Students who graduated by earning some or all required credits through modified classes aligned with alternate state standards or by meeting IEP goals, are not counted as graduates for the purposes of this calculation. This would generally be limited to those students with the most significant cognitive disabilities.



## Graduation Rate Targets and Scoring

Designation	Points	4, 5, 6 or 7 Year Rate
<b>Target</b>	20	92.0 – 100
<b>On-Track</b>	15	82.0 – 91.9
<b>Approaching</b>	10	72.0 – 81.9
<b>Floor</b>	0	0 – 71.9

Table 31

## Measurement

### Example of the four-year cohort graduation rate calculation

Explanation of Calculations	Examples of Data	Examples of Calculations
1) The <b>four-year starting cohort</b> , defined as students who were first-year ninth graders four years ago, is determined.	2019 Starting Cohort <i>First-year ninth graders in the 2018-19 academic year</i>	1,025
2) The <b>four-year adjustments</b> are reported in the MOSIS June Student Enrollment and Attendance File.	Transfers In <i>Students who transferred to the LEA during the years 2019, 2020, 2021, or 2022</i>	125
	Transfers Out <i>Students who transferred away from the LEA during the years 2019, 2020, 2021, or 2022</i>	150
3) The <b>four-year adjusted cohort</b> is calculated based on reported adjustments.	Adjusted 4-year Graduation Cohort 2022 = Starting Cohort 2019 members + Transfers in – Transfers out	$1025 + 125 - 150 = 1000$
4) The <b>number of cohort members who earned a regular high school diploma by the end of the starting cohort's fourth high school year</b> = <b>number of cohort graduates</b> reported in the MOSIS June Student Enrollment and Attendance.	Graduates <i>Students who exited with a regular diploma.</i>	900
5) The <b>four-year adjusted cohort graduation rate</b> is determined by dividing the number of cohort graduates by the number of first-time ninth graders in the starting cohort; plus students who transfer in; minus students who transfer out, emigrate, or become deceased during the cohort's four high school years; multiplying by 100; then truncated to the tenth.	a) Number of four-year cohort members graduating in four years or less = 900  b) Number of adjusted cohort members = 1000	$900 / 1,000 = 0.900$  $0.900 * 100 = 90.0\%$

Table 32

### Example of the five-year cohort graduation rate calculation

Explanation of Calculations	Examples of Data	Examples of Calculations
1) The <b>five-year starting cohort</b> , defined as students who were first-year ninth graders five years ago, is determined.	2018 Starting Cohort <i>First-year ninth graders in the 2017-18 academic year</i>	1,000
2) The <b>five-year adjustments</b> are reported in the MOSIS June Student Enrollment and Attendance File.	Transfers In <i>Students who transferred to the LEA during the years 2018, 2019, 2020, 2021, or 2022</i>	155
	Transfers Out <i>Students who transferred away from the LEA during the years 2018, 2019, 2020, 2021, or 2022</i>	150
3) The <b>five-year adjusted cohort</b> is calculated based on reported adjustments.	Adjusted 5-year Graduation Cohort 2022 = Starting Cohort 2019 members + Transfers in – Transfers out	$1000 + 155 - 150 = 1005$
4) The <b>number of cohort members who earned a regular high school diploma by the end of the starting cohort's fifth year of high school year = number of cohort graduates</b> reported in the MOSIS June Student Enrollment and Attendance.	Graduates <i>Students who exited with a regular diploma.</i>	920
5) The <b>five-year adjusted cohort graduation rate</b> is determined by dividing the number of cohort graduates by the number of first-time ninth graders in the starting cohort; plus students who transfer in; minus students who transfer out, emigrate, or become deceased during the cohort's four high school years; multiplying by 100; then truncated to the tenth.	a) Number of five-year cohort members graduating in five years or less = 920	$920 / 1,005 = 0.915$
	b) Number of adjusted cohort members = 1005	$0.915 * 100 = 91.5\%$

Table 33

#### Notes

- Six- and seven-year graduation rates are calculated in the same manner as the four- and five-year rates, except that the rate represents the number of students graduating within six or seven years of their first freshman year, respectively.

# MSIP 6 Performance Score – Standard EA3

## Follow-Up Rate of Graduates

### Background

The Follow-Up rate measures the extent to which the students of an LEA or school pursue gainful opportunities after graduation. Points in this category are awarded to graduates who meet one of the four identified categories in the indicator: college enrollment, trade/technical school, employment, and/or military service.

### Follow-Up Targets and Scoring

Designation	Target	Points earned
Target	90.0%-100%	4
On-Track	80.0%-89.9%	3
Approaching	70.0%-79.9%	2
Floor	0-69.9%	0

Table 34

## Measurement

The percent of students that count towards the post-secondary placement measure is determined by dividing the number of graduates meeting the criteria by the total number of graduates, multiplying by 100, then truncating to the tenth.

Explanations of Data	Examples of Data	Examples of Calculations
1) The <b>number of graduates</b> is based on June Enrollment and Attendance Records with an Exit Code indicating the student graduated.	Number of students who graduated (includes students who graduated without a traditional diploma).	385
2) The <b>number of graduates</b> who attend post-secondary education/training, serve in the military, complete a department-approved Career Education course, or are employed within six months of graduation.	<b>Unduplicated Count</b> a) Number of graduates who attend post-secondary education = 147 b) Number of graduates who attend post-secondary training = 118 c) Number of graduates who join the military = 17 d) Number of graduates who complete a department approved Career Education course and are employed = 57	$147 + 118 + 17 + 57 = 339$
3) The <b>percent of graduates who earned a qualifying score</b> is determined by dividing the number of graduates attend post-secondary education/training, serve in the military, complete a department-approved Career Education course, or are employed within six months of graduation by the total number of graduates, multiplying by 100, then truncating to the tenth.	a) Number of graduates = 385 b) Number of graduates who earn a qualifying score = 339	$339 / 385 = 0.88$  $0.881 * 100 = 88.0\%$

Table 35

### Notes:

- In accordance with legislation, the definition of placement for graduates who complete approved career education programs was expanded for MSIP purposes. LEAs will continue to report “Related” and “Not Related” placement for Perkins purposes, and DESE will capture both populations for credit. Prior year data have been collected by DESE and factored into current year calculations.
- MAP-A students and students who graduated without a traditional diploma are INCLUDED in this measure.
- Data are obtained from the MOSIS June Enrollment and Attendance file and February Student Graduate Follow-Up.
- This is a lagged indicator representing graduates from the preceding year(s).
- For placement-related questions, see the Career Education Placement/Follow-Up Guidelines in [Appendix F](#).

# MSIP 6 Continuous Improvement Score – TL1

## Success-Ready Students

### Background

Unlike the Success-Ready portion of the Performance score, which allocates points based on test outcomes, the Continuous Improvement Success-Ready score measures inputs to the educational process. These educational inputs represent factors that help create an environment conducive to learning and helping students reach their full potential. The Success-Ready portion of the Continuous Improvement score measures attendance, career and academic planning assistance, and assessment of kindergarten students for school-readiness.

### Scoring

The following Standards and Indicators are measured in the Success-Ready portion of the Continuous Improvement Cycle:

Indicator	Descriptor	Points possible
<b>TL1A</b>	School Entry Readiness	4
<b>TL1B</b>	K-12 Regular Attendance	4
<b>TL1D</b>	ICAP Completion	4

Table 36

### Career and Technical Education Expansion

In accordance with [Section 162.1115 RSMo](#), an LEA that expands its career and technical education (CTE) opportunities may receive two additional points toward the twelve points possible for the Continuous Improvement portion of Standard TL1 – Success-Ready. These points are only available for this particular standard, and LEAs may not earn more than the 12 total points available for this standard.

An LEA may receive the additional points by creating and/or entering into a partnership with area career centers, comprehensive high schools, industry, or businesses to develop a pathway for students to

- A. enroll in a program of career and technical education while in high school.
- B. participate and complete an internship or apprenticeship during their final year of high school.
- C. obtain the industry certification or credentials applicable to their program or career and technical education and internship or apprenticeship.

LEAs whose career and technical education expansion satisfied all established criteria and whose application was approved by DESE are eligible to earn two additional points toward the Continuous Improvement score for Standard TL1. These annually awarded points are only available for this particular indicator, and LEAs may not earn more than 12 total Continuous Improvement Success-Ready points. In order for LEAs to maintain the extra points in consecutive years, they must continue to expand CTE program offerings each year, by either continuing to grow the previously expanded program, expanding a separate program, or creating a new program in compliance with the stated criteria. Additionally, all LEAs that partner with an area career center or vocational school that has expanded or created CTE opportunities in alignment with the stated criteria will be eligible for the additional points.

## Calculation of TL1A: School Readiness

Children entering school for the first time bring with them a unique set of skills and behaviors based on personal characteristics, experiences, and development, which contributes to the child's ability to succeed in a school environment. Because school readiness is different for every child, a proper understanding of a child's cognitive and behavioral development upon school entry is crucial to providing appropriate instruction and preparing the child to succeed in school.

The School Readiness indicator is a met/not met measurement that assigns points to LEAs that administer a state-approved Kindergarten Entry Assessment (KEA) to incoming kindergarten students. LEAs are not held responsible for student performance on KEAs. In order to receive credit, the LEA must submit and/or upload the Kindergarten Entry Readiness results through the MOSIS/October Collection. LEAs receive credit if they assess 95 percent or more of incoming kindergartners, regardless of student performance on the assessment.

KEA Status	Targets	Points Earned
<b>Met</b>	A KEA is administered to 95 percent or more of incoming kindergartners	4
<b>Not Met</b>	A KEA is administered to fewer than 95 percent of incoming kindergartners	0

Table 37

### Notes

- Kindergarten Entry Assessment participation data is collected in the October MOSIS collection cycle.
- DESE recommends the following KEAs: the Brigance Inventory of Early Development II Standardized (IED III Standardized), the Desired Results Developmental Profile for Kindergarten (DRDP-K) – Essential, and the Kindergarten Observation Form (KOF).

## Calculation of TL1B: Attendance Rate

The student's attendance rate is determined by using the "hours of absence" method. This method is calculated by dividing the hours of attendance by the total hours enrolled, then multiplying by 100 and truncating to the tenth.

When calculating the LEA or school attendance rate, the proportional weight of each student is used. The proportional enrollment is determined by taking the total hours enrolled in the LEA or school and dividing by the total calendar hours rounded to the thousandth.

### Example calculation

The following example shows how to calculate the attendance measure for a hypothetical school of eight students. Refer to Table 38 for example data.

#### **Step 1 – Determine the students' hours of enrollment:**

Hours of enrollment = Regular hours of attendance + regular hours of absence = hours of enrollment

Student A:  $227.4 + 29.5 = 306.9$

Student B:  $973.0167 + 105.75 = 1078.8$

Etc. students C - H

#### **Step 2 – Determine the students' proportional enrollment**

Proportional weight = regular hours of enrollment/total calendar hours

Student A:  $306.9 / 1078.8 = 0.28449$

Student B:  $1078.7667 / 1078.8 = 1$

Etc. students C - H

#### **Step 3 – Determine the students' attendance rate:**

Attendance Rate = regular hours attendance/hours of enrollment

Student A:  $227.4 / 306.9 = 90.4$

Student B:  $973.0167 / 1078.8 = 90.2$

Etc. students C - H

**Step 4 – Determine the points applied to each student based on attendance rate. Students with an attendance rate of 90 percent or above receive one point, students with an attendance rate of 87.5 percent to 89.99 percent receive 0.5 points, students with an attendance rate of 85 percent to 87.49 percent receive 0.25 points, and students with an attendance rate of less than 85 percent receive no points:**

Students A & B are both above 90 percent = 1.0

Students C & D are both between 87.5 percent and 89.9 percent = 0.5

Students E & F are both between 85 percent & 87.49 percent = 0.25

Students G & H are both below 85 percent = 0

#### **Step 5 – Determine the total proportional weight for the LEA or building (the denominator):**

Sum the total proportional weights of all students enrolled

$0.28449 + 1 + 0.47576 + 1 + 1 + 0.23601 + 1 + 0.81368 = 5.80994$

#### **Step 6 – Determine the adjusted proportional weight each student contributes to the total:**

Adjusted proportional weight = proportional weight x attendance points

Student A:  $0.28449 \times 1 = 0.284$

Student B:  $1 \times 1 = 1$

Etc. Students C - H

**Step 7 – Determine the total adjusted proportional weight for the LEA or building (the numerator):**

Sum the total adjusted proportional weights of all students enrolled

$$0.284 + 1.000 + 0.238 + 0.500 + 0.250 + 0.059 + 0.000 + 0.000 = 2.3331$$

**Step 8 – Divide the total adjusted proportional weight of each student 90 percent or greater by the total proportional weight possible to determine the LEA attendance rate for APR purposes.**

$$2.331/5.80944 = 0.4012 \text{ (40.1 percent)}$$

This is an extreme example for illustration purposes, with only three students in the sample chart below. A typical small LEA might have an adjusted proportional weight of 290.000 and a total proportional weight of 308.00 for an attendance rate of  $290.000/308.000 = 0.9415$  (94.2 percent)

	Regular Hours Attendance	Regular Hours Absence	Hours of Enrollment	Proportional Weight	Attendance Rate	Calendar Total Hours	Attendance Points	Adjusted Proportional Weight
<b>A</b>	277.4	29.5	306.9	0.28449	90.4	1078.8	1	0.284
<b>B</b>	973.0167	105.75	1078.7667	1	90.2	1078.8	1	1.000
<b>C</b>	457.2666	55.9667	513.2333	0.47576	89.1	1078.8	0.5	0.238
<b>D</b>	962.3834	116.3833	1078.7667	1	89.2	1078.8	0.5	0.500
<b>E</b>	929.8334	148.9333	1078.7667	1	86.2	1078.8	0.25	0.250
<b>F</b>	219.0833	35.5167	254.6	0.23601	86.1	1078.8	0.25	0.059
<b>G</b>	914.1667	164.6	1078.7667	1	84.7	1078.8	0	0.000
<b>H</b>	737.9334	139.8333	877.7667	0.81368	84.1	1078.8	0	0.000
	Total			5.80994				2.331

Table 38

Points are assigned to LEAs and schools in the following manner:

Attendance Designation	Targets	Points Earned
<b>Target</b>	90.0%-100%	4
<b>On-track</b>	85.0%-89.9%	3
<b>Approaching</b>	80.0%-84.9%	2
<b>Floor</b>	0-79.9%	0

Table 39

**Notes**

- K-12 attendance is reported by LEAs through the annual June Core Data collection.



## Calculation of TL1D: ICAP

The Individual Career and Academic Plan (ICAP) is a plan of study to guide students through the coursework and activities for achieving personal career goals, developing post-secondary plans, and providing individual pathway options. An ICAP is a multi-year process, beginning by eighth grade, and used to guide students and their families in the exploration of career, academic, and multiple post-secondary opportunities.

The ICAP will be calculated in the following manner:

- **Step 1** – Determine the cohort of eighth grade students, based on the MOSIS June Enrollment file.
- **Step 2** – Determine the number of students with completed ICAPs, using data reported by the LEA in the appropriate MOSIS cycle.
- **Step 3** - Divide the total number of students with a completed ICAP by the total of number of students in the eighth-grade cohort. Points are assigned as described in Table 40 below.

ICAP Designation	Targets	Points Earned
<b>Target</b>	100% complete	4
<b>On-Track</b>	90.0%-99.9% complete	3
<b>Approaching</b>	80.0%-89.9% complete	2
<b>Floor</b>	79.0% or less complete	0

Table 40

Every three years, the department will select a random sample from LEAs to review the quality of the ICAPs. In cases of material non-compliance, the department may issue a letter of concern to the LEA or provide the State Board of Education updates at the time of classification.

Notes:

- The cohort of students used in this calculation is defined as all eighth-grade students who advanced to ninth grade at the end of the year.
- FAY does not apply to the ICAP calculation.

# MSIP 6 Continuous Improvement Score Required Documentation

## Background

Many of the MSIP 6 Standards and Indicators require supporting documentation that provides evidence of the LEA's compliance. In order to score points, the following items must be submitted on time and in full:

- Annual Audit Report, submitted via DESE Web Applications by December 31
- Annual Secretary of the Board Report (ASBR), submitted via DESE Web Applications by August 15
- Required MOSIS/Core Data collections – Each collection must be submitted by the due date of the associated collection cycle.

LEAs that complete all required data submissions on time will receive six points.

Required Documentation Scoring	
Completion and deadlines met	6
Incomplete reporting/deadlines unmet	0

Table 41

### Notes:

- See the [Core Data and MOSIS Manual](#) for information on data submission cycles and the associated due dates.

# MSIP 6 Continuous Improvement Score Improvement Planning

## Standards

The following standards and indicators are included as part of the Improvement process for schools and LEAs.

<b>Leadership (L1 and L3)</b>	Effective Teaching and Learning (TL1 – TL6)
<b>Collaborative Climate and Culture (CC2 – CC4)</b>	Data-Based Decision Making (DB2 – DB4)
<b>Assessments Aligned to the Missouri Learning Standards (AS2)</b>	Equity and Access (EA4)

Table 42

See [Appendix A](#) for the full Standards and Indicators document.

## Background

The bulk of the Continuous Improvement section of the MSIP 6 APR consists of the Continuous Improvement Process and Cycle – hereafter referred to as “Improvement Planning.” The Improvement Planning process represents the set of daily inputs and activities an LEA does to continuously improve and support student growth and development. The Improvement Planning Process is documented and assessed by the following scoring elements:

The **Continuous School Improvement Plan (CSIP)** is each LEA’s strategy, understanding of strengths and opportunities, and planning development that is relevant to the LEA and its students. DESE seeks to understand and evaluate these plans and this work toward student improvement, recognizing the importance of local context.

The **Response to Standards** is the LEA’s self-reflection on its own performance relative to MSIP 6 Standards and Indicators, which are LEA specific, to develop initiatives and goals to support student growth. The Response to Standards provides an opportunity for LEAs to “tell their story” and highlight the strengths of their school community.

The **Climate and Culture Survey** is a representation of each LEA’s engagement with internal and external stakeholders to understand all perspectives and to use that information to support the LEA’s continuous improvement.

Collectively, these three elements of the Improvement Planning process account for how the LEA works to create a school environment conducive to student learning and to improve practices to serve students. Improvement Planning metrics are LEA centered and focus on creating an educational environment that helps students succeed. By contrast, the Performance Score components show if the LEA is meeting state standard toward student-centered measures of academic achievement. These two scoring components are not conceptually separate; rather, high-quality improvement planning should lead to improved student outcomes.

## Scoring Specifications and Timeline

The Improvement Planning process does not occur annually, and some initiatives may take multiple years to implement and yield results. Therefore, the following provisions apply to the Improvement Planning scoring process:

1. Each LEA will earn/receive an Improvement Planning review every two years from DESE. First-cycle reviews will begin in the 2022-23 school year.
  - a. In 2021-22, the transitional year to MSIP 6, DESE will conduct an Improvement Planning pilot with volunteer LEAs.
  - b. Any LEA that is in an Unaccredited or Provisionally Accredited status or any charter that is up for a charter renewal may request an earlier review.
  - c. In future cycles, LEAs that have completed at least one Improvement Planning cycle may be required to submit documents on a regular basis demonstrating the effectiveness of the improvement strategies documented during the Improvement Planning process, along with data to demonstrate that the LEA is making progress toward the goals established in its CSIP.
2. Improvement Planning scores will be reported on the 2024 APR after all LEAs have been evaluated.

## Improvement Plan/CSIP

An LEA's Continuous School Improvement Plan (CSIP) may include the LEA's strategy guide, the completed DESE template (see [Appendix G](#)), and/or additional documentation. First-cycle participants must upload their final CSIP in Web Applications under the Compliance Plan (State and Federal) section by December 15, 2022. Second-cycle participants will upload a draft of their CSIP by July 1, 2023, and a final draft no later than October 1, 2023. The LEA must also upload a completed CSIP Pre-Planning Guide (see [Appendix H](#)) in addition to CSIP documentation.

The following scoring guide will be used to evaluate an LEA, along with the LEA's Response to Standards (CSIP).

In total, an LEA may earn up to 30 points on the CSIP. CSIPs will be scored by a CSIP Review Team, and feedback will be provided to the LEA at the end of the cycle. Scoring consists of five different indicators, each of which is evaluated based on a set of three to four requirements that indicate compliance with each indicator. The CSIP Review Team assigns a designation of "Met" or "Not Met" to each requirement. Six points are assigned to each indicator for which the LEA receives "Mets" for the majority of requirements. If the LEA does not receive "Mets" for the majority of requirements, no points will be assigned for that indicator. The CSIP scoring rubric is outlined below. Mets/Not Mets and associated point tallies are hypothetical and for example purposes only.

### L3 - The local board adopts, monitors, and annually reviews the implementation and outcomes of the Continuous School Improvement Plan (CSIP) that focuses on district performance and improvement.

<i>A. The CSIP, developed in meaningful collaboration with internal and external stakeholders, is the product of, and based upon, a data-based needs assessment.</i>		
REQUIREMENT	MET	NOT MET
The CSIP was developed in meaningful collaboration with internal and external stakeholders.	X	
Evidence shows that stakeholders are engaged in ongoing CSIP development and/or progress monitoring.	X	
The CSIP is based upon a data-based needs assessment.		X
Various data sources (quantitative, qualitative) were used to develop the CSIP and to review ongoing progress.	X	

Table 43

<i>B. The local board ensures that the CSIP focuses on the academic preparation and well-being of each student.</i>		
REQUIREMENT	MET	NOT MET
The local board is engaged in the review of the plan and progress toward goal attainment, multiple times throughout the year.	X	
The local board has established processes to review academic data.	X	
The local board addresses the well-being of each student through social emotional supports or other measures.		X
The CSIP drives leaders and teachers in the development and implementation of academic instruction.		X

Table 44

**C. The CSIP Contains**

- *clear standards of mission and vision;*
- *limited number of focused goals and objectives;*
- *evidenced-based action steps and strategies;*
- *timelines for implementation and monitoring;*
- *persons responsible for implementation and monitoring;*
- *funding sources; and*
- *other information.*

REQUIREMENT	MET	NOT MET
Evidence indicates the plan sets expectations for practices across academics, culture, and school operations.	X	
All of the required components are addressed in the CSIP.	X	
Evidence-based strategies are identified in the plan and are supported by highly focused action steps.	X	

Table 45

**D. The local board regularly monitors the implementation and outcomes of the CSIP.**

REQUIREMENT	MET	NOT MET
The local board reviews the CSIP at least quarterly.		X
The local board monitors CSIP progress and outcomes.		X
The local board uses the CSIP as a guide in developing the budget to address identified outcomes.	X	

Table 46

**E. The CSIP guides the development and implementation of other plans (i.e. Building Improvement Plan, ESEA Consolidated Plan, Professional Development Plan, Assessment Plan, and Technology Plan).**

REQUIREMENT	MET	NOT MET
Evidence indicates the CSIP processes are reflected in all required plans that govern the LEA.	X	
Individual school plans are aligned to the CSIP (may not apply to small LEAs).		X
Evidence indicates that all plans are implemented with fidelity.	X	

Table 47

### Final Summary

Scoring: Put the number of Mets and Not Mets from each indicator in the appropriate box below. (Ex. LEA has 4 descriptors: Met 3, Not Met 1=4) LEA will receive 6 Points for meeting the majority of indicators in each respective standard. The points column will be totaled at the bottom. Any descriptor not met may be addressed on the CSIP Feedback Form as a growth opportunity.

Indicator	MET	NOT MET	POINTS
A. The CSIP, developed in meaningful collaboration with internal and external stakeholders, is the product of and based upon a data-based needs assessment.	3	1	6
B. The local board ensures that the CSIP focuses on the academic preparation and well-being of each student.	2	2	0
C. The CSIP Contains <ul style="list-style-type: none"> <li>• clear standards of mission and vision;</li> <li>• limited number of focused goals and objectives;</li> <li>• evidence-based action steps and strategies;</li> <li>• timelines for implementation and monitoring;</li> <li>• persons responsible for implementation and monitoring;</li> <li>• funding sources; and</li> <li>• any other information.</li> </ul>	3	0	6
D. The local board regularly monitors the implementation and outcomes of the CSIP.	1	2	0
E. The CSIP guides the development and implementation of other plans (i.e. Building Improvement Plan, ESEA Consolidated Plan, Professional Development Plan, Assessment Plan, and Technology Plan.)	2	1	6
<b>Total Points Earned</b>			<b>18/30</b>

Table 48

## Response to Standards

Some MSIP 6 Standards and Indicators, which are relevant to the improvement plan, are not necessarily captured in an LEA's CSIP document. The Response to Standards allows LEAs to address their compliance with these additional Standards and Indicators through a series of free-response questions. LEAs are provided with a series of prompts related to each standard, to which they provide a short written response that demonstrates how the LEA meets, or does not meet, that standard, based on the LEA's self-reflection. LEAs must upload their Response to Standards document with their CSIP documents via Web Applications under Compliance Plans (State and Federal).

Scoring is based on completion of all prompts:

Response to Standards	
100% Completion	8
90.0% - 99.9% Complete	4
80.0% - 89.9% Complete	2
Less than 80% Complete	0

Table 49

The Response to Standards document can be found in [Appendix I](#).

## Climate and Culture Scoring

As part of the Improvement Planning Process, LEAs are required to survey students, staff, and parents to obtain feedback to be analyzed in planning and developing the LEA's Continuous Improvement Plan.

LEAs may administer a locally developed survey, a survey purchased through a vendor, or the DESE-developed survey. The LEA CSIP Pre-Planning Guide must indicate which type of survey was used. Locally developed and purchased surveys must include the following three essential indicators:

- 1. The school system assures student voices are heard and respected.**  
*This indicator should appear in the older student, parent, and staff surveys.*
- 2. The school system provides school culture and climate data and reports periodically to all stakeholders.**  
*This indicator should appear in the parent and staff surveys.*
- 3. Educator teams address positive classroom learning environments.**  
*This indicator should appear in the staff survey.*

Climate and Culture Scoring	
LEA meets all requirements set forth for the climate and culture survey	4
LEA does not meet one or more of the requirements for the climate and culture survey	0

Table 50

## Exemplary Status

As part of the development and recognition of the Continuous Improvement process, DESE will recognize LEAs for exemplary status in one or more of the Six Pillars of MSIP 6: Leadership; Effective Teaching and Learning; Data-Based Decision Making; Alignment of Curriculum, Standards, and Assessment; Climate and Culture; and Equity of Educational Access. LEAs must meet certain criteria to apply for Exemplary Status. LEAs may apply after all first- and second-cycle CSIP reviews are completed. An LEA may earn a maximum of four exemplary ratings, which will then be published on the DESE website.



# MSIP 6 Classification and Accreditation Process

An LEA's Accreditation Classification remains intact until the State Board of Education rules otherwise. An LEA's classification may be lowered at any time due to superintendent non-certification, failure to comply with the law, financial status (fund balance), inability to deliver services to students, or other factors at the discretion of the state board.

**Step 1** – Every year, DESE produces the APR score, calculated as a percentage of total points earned over total points possible, which reflects the LEA's performance relative to the MSIP 6 Standards and Indicators. Because APR scores will not include Improvement Planning points until 2024, LEA scores will not be used to recommend a reduction in the LEA's Accreditation Classification to the State Board of Education until the end of the 2023-24 school year. At that time, DESE will make recommendations to for reclassification based on APR scores, according to the following guidelines:

Accreditation Levels	% of Total Points Earned
<b>Accredited with Distinction</b>	The LEA earned 95.0% or more of the points possible OR met step 2B conditions below;
<b>Accredited</b>	The LEA earned 70.0% - 94.9% of the points possible;
<b>Provisionally Accredited</b>	The LEA earned 50.0% - 69.9% of the points possible; or
<b>Unaccredited</b>	The LEA earned less than 50.0% of the points possible.

Table 51

**Step 2** - DESE reviews each district's accreditation status and the supporting data for the three most recent APRs to identify trends and status in performance outcomes. If data trends indicate that the district's full accreditation is, or may be, in jeopardy, the district may be required to submit additional documentation and/or materials.

- **Step 2B** – LEAs that are Accredited but score below the automatic Distinction percentage, will be reviewed for Distinction consideration. In addition to automatically meeting the percentage, an LEA may earn Distinction recognition if the LEA applied for and earned Exemplary ratings in at least three Continuous Improvement areas, with one of those being Effective Teaching and Learning.

**Step 3** - DESE shall use the data review process described in Step 2 to make accreditation classification recommendations to the State Board of Education for approval. Recommendations are based on the APR Score, score trends, financial status, statutory and regulatory compliance, and the employment of an appropriately certificated superintendent of schools. LEAs will be notified of the accreditation classification assigned by the board.

In the first year of MSIP 6, during the transition period, the following process applies: When the state implements a new statewide assessment system, develops new academic performance standards, or makes changes to the Missouri School Improvement Program, the first year of such statewide assessment system and performance indicators shall be used as a pilot year for the purposes of calculating a district's APR under the Missouri School Improvement Program. The results of a statewide pilot shall not be used to lower a public school district's accreditation (161.855.4, RSMo).

## Notes:

- Multiple APRs will be used for classification recommendations.
- Continuous Improvement is on a two-year cycle, so not every LEA will have a complete Continuous Improvement Score until 2024-25. Until that time, DESE will publish and provide an annual Accreditation determination, following the same step-by-step process below, based on the available data for that LEA.
- DESE may review any LEA's classification and performance at any time.

# Exemplary Status

LEAs must apply to be considered for Exemplary ratings. This application process would occur after the generation of the 2023-2024 APR. LEAs may earn an Exemplary rating for up to four of the six MSIP 6 Standards that correspond to categories below.

The criteria for earning Exemplary in each category are outlined below. Further guidance regarding Exemplary ratings and the Continuous Improvement process will be forthcoming based on the 2022 Pilot and prior to the 2022-23 school year.

## **Leadership**

- 1) The Comprehensive School Improvement Plan (CSIP) must meet effective implementation status.
- 2) The LEA Response to Standards related to Leadership outlining strengths and innovations from its cycle review must be complete and submitted to DESE.
- 3) Complete the Exemplary Ratings application and provide evidence.

## **Effective Teaching and Learning**

- 1) The LEA must score 85 percent on the Status or Growth metrics in ELA or Math on state assessment.
- 2) The LEA Response to Standards related to Effective Teaching and Learning outlining strengths and innovations from its cycle review must be complete and submitted to DESE.
- 3) Complete the Exemplary Ratings application and provide evidence.

## **Collaborative Climate and Culture**

- 1) The LEA must provide an analysis of its Climate and Culture Survey and ensure it is embedded in the CSIP.
- 2) The LEA Response to Standards related to Collaborative Climate and Culture outlining strengths and innovations from its cycle review must be complete and submitted to DESE.
- 3) Complete the Exemplary Ratings application and provide evidence.

## **Data-Based Decision Making**

- 1) The LEA must submit Core Data/MOSIS (all cycles) AND all other required submissions (i.e., Assurance Checklist, Annual Secretary of the Board Report (ASBR), financial audit) required by the department's established deadline.
- 2) The LEA must demonstrate use of data to inform and improve instructional processes impacting growth for ALL students.
- 3) The LEA Response to Standards related to Data-Based Decision Making outlining strengths and innovations from its cycle review must be complete and submitted to DESE.
- 4) Complete the Exemplary Ratings application and provide evidence.

## **Alignment of Standards, Curriculum, and Assessment**

- 1) The LEA must provide evidence of curriculum alignment with the Missouri Learning Standards, to include priority standards, and submit an Assessment Plan ensuring implementation of a comprehensive assessment program.
- 2) The LEA Response to Standards related to Alignment of Standards, Curriculum, and Assessment outlining strengths and innovations from its cycle review must be complete and submitted to DESE.
- 3) Complete the Exemplary Ratings application and provide evidence.

## **Equity and Access**

- 1) The LEA must demonstrate actions taken to address all students' access to educational opportunities.
- 2) The LEA Response to Standards related to Equity and Access outlining strengths and innovations from its cycle review must be complete and submitted to DESE.
- 3) Complete the Exemplary Ratings application and provide evidence.

# **Appendix A**

## **5 CSR 20-100.125 Missouri School Improvement Program 6**

- (1) The following definitions will be used in administering this rule:
  - (A) Academic Success: Academic Success is defined as a compilation of Standards TL1 – Success-Ready Students, EA1 – Academic Achievement which lead to success in the next grade level or chapter in a student’s life.
  - (B) Educational Equity: Educational equity exists when there is an intentional focus on learning outcomes and the allocation of resources ensure that each student is purposefully engaged and is provided rigorous instruction, meaningful supports, and relevant educational experiences.
  - (C) School System: School system includes a local board and a school district or charter school. Standards used for measurement in each type of system have been noted in Appendix A.
  - (D) Student Groups: Identified student groups refers to all traditional student groups including: Asian/Pacific Islander, black, Hispanic, American Indian, white, multi-racial, students with disabilities, English language learners, and low-income students. Other demographic groups may be developed for reporting.
  - (E) Well-being: Well-being includes the physical (safety, environmental), social-emotional, and intellectual needs of students.
  - (F) Students: Students include all children age 3-21 who are enrolled in the school system.
- (2) Pursuant to section 161.092, RSMo, this rule is to be effective two (2) years from the date of adoption of the proposed rule by the State Board of Education (board). The Missouri School Improvement Program (MSIP) 6 Standards and Indicators, Appendix A, included herein, is comprised of quantitative and qualitative standards for school districts and charter schools.
- (3) School district and charter school performance will be reviewed annually by the Department of Elementary and Secondary Education (department) in accordance with this rule, including the standards, using the appropriate scoring guide, forms, and procedures outlined by the department. Review of these data will guide the department in determining school districts in need of improvement, in determining the appropriate level of intervention necessary for significant and sustained improvement in student achievement, and in evaluating charter sponsors. Decisions will be made using multiple years of data.
- (4) The board will assign school district classification designations of unaccredited, provisionally accredited, accredited, and accredited with distinction.
- (5) Districts identified through MSIP as needing improvement must submit a continuous school improvement plan for approval by the department.
- (6) A classification designation based on the standards of MSIP will remain in effect until the board approves another classification designation. The board may consider changing a district’s classification designation upon its determination that the district has—
  - (A) Failed to implement any required school improvement plan at an acceptable level;
  - (B) Demonstrated significant change in student performance over multiple years;
  - (C) Employed a superintendent or chief executive officer without a valid Missouri superintendent’s certificate in a K-12 school district, or employed a superintendent or chief executive officer without a valid Missouri superintendent’s or elementary principal’s certificate in a K-8 school district;
  - (D) Experienced significant change in the scope or effectiveness of the programs, services, or financial integrity upon which the original classification designation was based; and/or
  - (E) Failed to comply with a statutory requirement.
- (7) A local board of education (local board) that is dissatisfied with the classification designation assigned by the board shall request reconsideration within sixty (60) calendar days of notice received of the original classification. The request for reconsideration shall be submitted to the commissioner of education and state the specific basis for reconsideration, including any errors of fact to support reconsideration. Review by the board shall be scheduled within sixty (60) calendar days of receipt of the request for reconsideration and shall be based upon the materials submitted with the original classification, the request for reconsideration, and any materials offered by the commissioner of education or requested by the board.

## Standards and Indicators

### Leadership (L)

#### School Board Leadership

**\*L1 - The local board and superintendent/chief executive officer engage in ongoing professional learning and self-evaluation in order to strengthen governance practices.**

- A. The local board ensures that the district is guided by a vision, mission, and limited number of focused goals, all of which are the basis for the district's continuous improvement process.
- B. Local board members complete all legally required board training within the mandated timeframe.
- C. The local board and the superintendent/chief executive officer engage in professional learning designed to improve governance practices.
- D. The local board and the superintendent/chief executive officer regularly evaluate governance team strengths and opportunities for improvement.

\*Measured for Continuous Improvement Report

#### Ethics

**L2 - The local board and administration conduct school system business in an ethical, legal, and transparent manner.**

- A. The local board adopts and administration enforces all policies related to legal and professional ethics for all employees.
- B. The local board adopts and adheres to its policy on legal and professional ethics for school board members.
- C. The local board and administration conduct business in compliance with the Missouri Open Meetings and Records Act.
- D. The superintendent/chief executive officer ensures that individual requests from local board members are considered by the local board as a whole.

#### Continuous School Improvement

**\*L3 - The local board adopts, monitors, and annually reviews the implementation and outcomes of the Continuous School Improvement Plan (CSIP) that focuses on district performance and improvement.**

- A. The CSIP, developed in meaningful collaboration with internal and external stakeholders, is the product of and based upon a data-based needs assessment.
- B. The local board ensures that the CSIP focuses on the academic preparation and well-being of each student.
- C. The CSIP contains:
  - 1. Clear statements of mission and vision;
  - 2. Limited number of focused goals and objectives;
  - 3. Evidence-based action steps and strategies;
  - 4. Timelines for implementation and monitoring;
  - 5. Persons responsible for implementation and monitoring;
  - 6. Funding sources; and
  - 7. Any other information needed to implement the plan.
- D. The local board regularly monitors the implementation and outcomes of the CSIP.
- E. The CSIP guides the development and implementation of other plans (Building Improvement Plan, Professional Development Plan, Facilities Plan, etc.).

\*Measured for Continuous Improvement Report

## **Operations and Resource Management**

### **L4 - The school system manages school operations and resources to promote each student's academic success and well-being in accordance with priorities established in the CSIP.**

- A. The school system deliberately allocates both fiscal and non-fiscal resources to align with CSIP priorities and matters of equity.
- B. The local board and administration regularly and systematically engage in long-range financial, facilities, and infrastructure planning.
- C. The budget is developed through a transparent process that complies with law and is approved by the local board.
- D. The local board establishes budget parameters, including minimum fund balances, to guide budget development.
- E. The local board and administration follow sound financial practices and follow all laws and regulations regarding audits, bids, contracts, and purchases.

## **School Board Policy**

### **L5 - The local board establishes and implements policies that provide a framework within which the school system operates and ensures legal compliance.**

- A. The local board and administration have a systematic process for establishing, adopting, and revising policies so that they are clear, current, and legally compliant.
- B. The local board, administration, and staff implement and enforce policy when conducting school system business.
- C. The local board approves documents and reports as required by policy and law.
- D. The school system's policies and handbooks are posted on the system's website or are otherwise available to the community.

## **Superintendent Roles, Responsibilities and Evaluation**

### **L6 - The local board(s) employs and evaluates the job performance of an appropriately certificated superintendent/chief executive officer to manage school system operations.**

- A. The local board(s) delegates operational decisions to the superintendent/chief executive officer and administration.
- B. The local board(s) conducts a performance-based superintendent/chief executive officer evaluation process based upon clear, written, and measurable targets that are aligned with professional educator leader standards and school system performance measures.
- C. The superintendent/chief executive officer's evaluation process is implemented in accordance with the Essential Principles of Effective Evaluation and 5 CSR 20- 400.375.
- D. The local board(s) establishes and follows a clear timeline for the superintendent/chief executive officer's evaluation process, contract decisions, and salary determination.

## **Personnel and Program Evaluation**

### **L7 - The local board and administration ensure the use of an effective evaluation process for all employees and a systematic program evaluation process for the school system's programs, practices, and procedures for the attainment of the vision, mission, and goals.**

- A. The local board and administration consistently use data to make decisions.
- B. The local board and administration ensure the implementation of performance-based evaluations that are aligned to 5 CSR 20-400.375 for certificated staff and to appropriate job descriptions and duties for non-certificated staff.
- C. The local board ensures that personnel evaluations are comprehensive, performance-based, and aligned with state standards.
- D. The local board regularly reviews goals, objectives, and the effectiveness of all programs and services, which support the mission and vision of the district.
- E. The local board annually approves the Professional Development Plan and other plans as required by statute and local board policy.
- F. The local board approves the leadership development plan to ensure continuity for staff turnover and succession.

## **Communication**

### **L8 - The school system provides for two-way, reliable, and representative communication with all stakeholders.**

- A. The school system implements and annually reviews a communications plan that outlines multiple methods for two-way, reliable communication with all stakeholders.
- B. The school system regularly communicates to all stakeholders the progress in attainment of the systems mission, vision, and goals.

## **Personnel**

### **L9 - The local board and administration provide sufficient staffing of qualified and highly effective personnel to achieve the school system's vision, mission, and goals.**

- A. Administration manages personnel resources, both professional and support staff, to address each student's learning needs.
- B. The school system maintains a system of recruitment and support to ensure a high- quality, student-centered staff.
- C. The local board employs sufficient additional administrators to provide for the leadership and management of the district.

### **Recommended Associate/Assistant Superintendent Ratios**

<b>FTE</b>	<b>Certified Staff Members (FTE)</b>
0	1 – 100
1	101 – 200
2	201 – 300
3	301 – 400
4	401 – 500
5	501 – 600
6	601 – 700
7, etc.	701 – 800, etc.

Table 52

### **Principal/Building Ratios**

<b>FTE</b>	<b>Minimum Standard (Students)</b>	<b>Recommended Standard (Students)</b>
1.00	1 – 400	1 – 300
1.50	401 – 600	301 – 450
2.00	601 – 800	451 – 600
2.50	801 – 1000	601 – 750
3.00	1001 – 1200	751 – 900
3.50	1201 – 1400	901 – 1050
4.00	1401 – 1600	1051 – 1200
4.50	1601 – 1800	1201 – 1350
5.00	1801 – 2000	1351 - 1500

Table 53

## **School Safety**

### **L10 - The school system actively addresses school safety and security in all facilities.**

- A. The school system, in consultation with public safety officials and stakeholders, develops, implements, and reviews annually a comprehensive school emergency operations plan for the school system and each school or site as applicable.
  - 1. The plan broadly addresses safety, crises, and emergency operations.
  - 2. The plan addresses prevention, preparation, operations, and follow-up.
  - 3. The plan includes consideration of supporting mental health needs of all involved in any crisis.
- B. Local board policy requires the school system to employ a designated safety coordinator who demonstrates knowledge of all federal, state, and local school violence and prevention programs and resources that are available to students, teachers, and district staff.
- C. The school system annually conducts a physical security site assessment at each facility, utilizing nationally accepted methodology.
- D. The school system ensures emergency preparedness drills are performed in compliance with state statute and local ordinance.
- E. The school system implements a cyber/privacy security plan, utilizing nationally accepted standards.
- F. The school system ensures access to Missouri's school violence anonymous reporting tip line.
- G. All school system staff participate in relevant school safety and violence prevention training.

## Effective Teaching and Learning (TL)

### Success-Ready Students

**\*\*TL1 - Students and identified student groups demonstrate on-track performance on multiple measures of success by meeting or exceeding the state standard and/or demonstrating significant measurable improvement.**

- A. Students demonstrate readiness for school entry in alignment with the Missouri Early Learning Standards.
- B. Beginning in elementary school, students demonstrate regular school attendance.
- C. Beginning in elementary school, students demonstrate on-track performance through department designated measures of literacy and numeracy.
- D. No later than eighth grade, students have developed Individual Career Academic Plans (ICAP) that are based on career exploration experiences.
- E. Beginning in middle school, students demonstrate collaboration, leadership, and communication skills through participation in curricular, co-curricular, extra-curricular, community-based activities or service learning.
- F. Students demonstrate work ethic and character.
- G. Beginning in high school, students demonstrate academic readiness by scoring proficient on at least two required End-of-Course Assessments.
- H. Beginning in high school, students may demonstrate employability skills through participation in Career and Technical Student Organizations (CTSO) and/or a Seal of Biliteracy.
- I. Students in high school progress through academic work on a schedule appropriate to graduate.
- J. Beginning in high school, students demonstrate postsecondary readiness through any of the following:
  - 1. A combination of a career readiness assessment score that meets the state standard combined with an Industry Recognized Credential (IRC) or Career and Technical Education Certificate (CTEC).
  - 2. A combination of a college readiness assessment and an IRC or CTEC.
  - 3. A combination of a college readiness assessment score that meets the state standard and advanced credit that meets the state standard.
  - 4. Successful completion of an advanced professional studies program, Registered Youth Apprenticeship, department-approved internship, or other department-approved work-connected experience.
  - 5. Participation in the Pre-Employment Transition Services Program through Vocational Rehabilitation.
  - 6. Confirmed postsecondary employment, college application, other postsecondary training, or military commitment.
  - 7. Completion of early college or associates degree or the CORE 42.
  - 8. Completion of stackable credentials.
  - 9. Other department-approved work readiness measures.

**\*\*Measured for Student Performance Report**

### High Quality Early Learning

**\*TL2 - The school system ensures the birth through prekindergarten population has access to high-quality early learning experiences.**

- A. The school system informs family and community members about the importance of early learning experiences.
- B. The school system provides the Parents as Teachers program for early learning experiences.
- C. The school system identifies well-rounded, developmentally appropriate preschool opportunities available to children.
- D. The school system measures the effectiveness of early learning experiences (e.g., self-assessments using Environmental Rating Scale, Classroom Assessment Scoring System, other department-approved classroom environmental assessment, or Parents as Teachers National Center Quality Endorsement and Improvement Process).

**\*Measured for Continuous Improvement Report**



### **High-Quality Career Education**

**\*TL3 - The school system is intentional in providing relevant, high-quality career technical education and/or advanced professional studies based on students' ICAPs.**

- A. The school system implements department-approved career technical education program(s) leading students to attain an industry-recognized credential or CTEC, a postsecondary degree, or entry into the workplace with a skill set conducive toward career advancement.
- B. The school system provides access to career-connected experiences that include solving authentic problems, working in professional environments, and engaging in curriculum developed with industry professionals.
- C. The school system implements broadly based elementary and middle school career awareness and exploration programs, which align with high school and career center curriculum.
- D. The school system ensures the career technical education program has a written curriculum for each course with a balance among classroom/laboratory instruction, leadership, professional competency development, personal learning, and assessment of technical skill attainment.
- E. The school system ensures the appropriate CTSO is affiliated with the state and national organizations and is an intra-curricular element of the associated program.
- F. The school system uses a system of data collection and evaluation to provide the necessary information for program review and development.

\*Measured for Continuous Improvement Report

### **Intra- and Interpersonal Skills**

**\*TL4 - The school system prepares students through the development of essential intrapersonal and interpersonal skills.**

- A. The school system ensures opportunities for students to develop initiative and engage in collaborative problem solving.
- B. The school system ensures opportunities for students to be part of one or more co-curricular, extracurricular, or leadership opportunities and CTSOs.
- C. The school system ensures that social-emotional skills aligned with the Missouri Early Learning Standards, the Missouri Learning Standards, and the Missouri Comprehensive School Counseling Program are integrated into the teaching process.

\*Measured for Continuous Improvement Report

### **Teacher/Leader Standards**

**\*TL5 - The school system implements board-adopted teacher/leader standards to ensure effective instructional staff for each student.**

- A. The school system uses professional educator standards when making decisions on employing, evaluating, and retaining instructional staff and administrators.
- B. The school system implements an educator evaluation process aligned to the Essential Principles of Effective Evaluation for all instructional staff and administrators.
- C. School system and building-level leaders provide leadership development opportunities for all educators.
- D. The school system provides an effective induction and mentoring process for all instructional staff and administrators.

\*Measured for Continuous Improvement Report

### **Effective Instructional Practices**

#### **\*TL6 - Evidence-based instructional practices are implemented to ensure the success of each student.**

- A. Students receive literacy instruction throughout all grades using a variety of evidence-based methods.
- B. Building leaders monitor and provide feedback on the use of effective evidence-based practices.
- C. Instructional staff design and use appropriate, meaningful, and rigorous learning tasks for each student.

\*Measured for Continuous Improvement Report

### **Multi-Tiered System of Support**

#### **TL7 - The school system provides a comprehensive multi-tiered system of support that addresses the academic, emotional, behavioral, social, and physical needs of each student.**

- A. The school system establishes learning and behavioral supports that are identified, coordinated, and implemented with fidelity at the classroom, building, and system level.
- B. The school system monitors the implementation of these supports through observation, program evaluation, and data analysis.
- C. The school system implements a written process for the early identification of students' needs and implements differentiated learning and behavioral supports for each student.
- D. The school system uses targeted student assessment and data collection to monitor, evaluate, and inform decision-making to identify and implement successful learning and behavioral supports.
- E. The school system collaborates with community partners to provide information and resources to students and parents/guardians to address barriers impacting student success.
- F. The school system implements methodologies to support social-emotional learning, culturally responsive teaching, and trauma-informed practices based on student need.

### **Professional Learning**

#### **TL8 - Professional learning activities support effective instructional practices in the school system.**

- A. The school system ensures all instructional staff participate in scheduled, ongoing, job-embedded, and content-appropriate professional learning focused on evidence-based instructional practices, staff growth goals, and student performance goals outlined in the CSIP.
- B. The school system provides time and resources for the professional learning of each staff member.

### **Use of Technology to Improve Instruction**

#### **TL9 - The school system ensures that technology effectively supports teaching and learning.**

- A. The school system supports curricular and assessment needs by providing adequate technology infrastructure, connectivity, personnel, and digital resources.
- B. The school system provides access to current technologies, digital resources, and ongoing professional learning for all instructional staff.
- C. The school system provides access to virtual learning experiences, programs, and courses.
- D. The school system evaluates the impact of information and communication technology on teaching and learning.

### **Comprehensive School Counseling Program**

**TL10 - The school system provides school counseling services to support the career, academic, and social/emotional development of all students.**

- A. The school system ensures a system-wide school counseling program, consistent with the Missouri Comprehensive School Counseling Program framework, is fully implemented in every building.
- B. Beginning no later than 7th grade, building leaders ensure each student participates in an individual planning process designed to assist in a successful transition to postsecondary experiences (e.g. college, technical school, the military or the workforce, etc.).
- C. Individual Career and Academic Plans (ICAPs) are developed and annually reviewed for each student starting no later than 8th grade and continuing through 12th grade.
- D. Each student has equitable access to responsive services and resources to assist them in addressing issues and concerns that may affect their academic, career, and social- emotional needs.
- E. The school system monitors system supports as a crucial component in the full implementation of a comprehensive school counseling program.
- F. The school system provides student support in the form of school counseling and additional supports such as school psychologists, social workers, nurses, and therapists, based on local context and student need.
- G. The school system implements an evaluation system for school counselors that provides feedback based on school counselor standards and indicators.

### **Counseling Standards\***

Students	Minimum FTE	Students	Recommended FTE
1 – 50	.20	1 – 40	.20
51 – 100	.40	41 – 80	.40
101 – 150	.60	81 – 120	.60
151 – 200	.80	121 – 160	.80
201 – 250	1.00	161 – 200	1.00
251 – 300	1.20	201 – 240	1.20
301 – 350	1.40	241 – 280	1.40
351 – 400	1.60	281 – 320	1.60
401 – 450	1.80	321 – 400	1.80
451 – 500	2.00, etc.	401 – 480	2.00, etc.

Table 54

\*American School Counselor Association

## **Library Media Services**

### **TL11 - The school system provides high-quality library media resources that effectively serve learners and educators.**

- A. The school system establishes library media services that support, enhance, and enrich the curriculum.
- B. Library media staff collaborate with instructional staff to integrate library media resources into the instructional program.
- C. The school system develops and maintains a diverse collection of digital, informational, and reading resources appropriate to the curriculum, learners, and instructional practices and programs.

## **Library Staffing Ratios**

Students	Minimum FTE	Students	Recommended FTE
1 – 200	.20	1 – 150	.20
201 – 400	.40	151 – 300	.40
401 – 600	.60	301 – 450	.60
601 – 800	.80	451 – 600	.80
801 – 1000	1.00	601 – 750	1.00
1001 – 1200	1.20	751 – 900	1.20
1201 – 1400	1.40	901 – 1050	1.40
1401 – 1600	1.60	1051 – 1200	1.60
1601 – 1800	1.80	1201 – 1350	1.80
1801 – 2000	2.00, etc.	1351 – 1500	2.00, etc.

Table 55

## **Class Size and Assigned Enrollments**

### **TL12 - The school system ensures class-sizes are consistent with grade-level and program standards.**

The school system ensures individual class enrollment is consistent with the following guidelines:

#### **Student – Teacher Ratios**

Grades	Minimum Standard	Recommended Standard
<b>Prekindergarten (PK)</b>	20	10
<b>K – 2</b>	25	17
<b>3 – 4</b>	27	20
<b>5 – 6</b>	30	22
<b>7 – 12</b>	33	25

Table 56

- A. The school system ensures that PK class sizes meet the requirements of 5 CSR 20-100.320 Prekindergarten Program Standards.
- B. The school system ensures full-time elementary special (e.g. art, music, physical education, computers, library, etc.) teachers serve no more than seven hundred fifty (750) students per week (duplicated count).
- C. The school system ensures that other alternative class size limits are met for the following exceptions: Student enrollment in a classroom may increase by as many as ten (10) students for any period that a paraprofessional assists the classroom teacher full-time, or by as many as five students when a paraprofessional assists the teacher half-time (paraprofessionals paid for with Title I and special education funds cannot be used to increase class size).
  - 1. Multi-grade classrooms will not exceed standards for the lowest grade enrolled. High schools can combine sections of the same subject in beginning and advanced levels (e.g., Spanish I and Spanish II or Spanish III and Spanish IV). Total combined enrollment in such classes should not exceed twenty-five (25) students.
  - 2. Enrollment in performing arts and physical education classes may exceed regular class-size limits if adequate supervision and facilities are provided for safe and effective instruction.
- D. Adequate self-directed planning time, at least 250 minutes per week, is provided to certificated and licensed educators who provide instruction to students on a full-time basis (prorated as appropriate). Plan time is based on local context and is aligned to best practice guidelines.

## **Collaborative Climate and Culture (CC)**

### **Safe, Orderly, and Caring Environment**

#### **CC1 - The school system provides a safe and caring environment that supports teaching, learning, and student success.**

- A. The school system implements trauma-informed methodologies, implements youth suicide awareness and prevention practices, and provides responsive services based on student need and local context.
- B. The school system provides staff, teachers, parents/guardians, and students access to the school system's written code of conduct, which specifies unacceptable student behavior and consequences for that behavior.
- C. The school system's code of conduct is equitably and consistently enforced during any school related activity whether on or off school property.
- D. The school system promotes respect for individual differences (e.g. diversity training, diversity awareness, policies, and procedures).
- E. The school system provides training on and ensures the implementation effective practices on violence-prevention instruction, including information on preventing and responding to harassment and bullying, for each student and staff member.

### **Culture of High Academic and Behavioral Expectations**

#### **\*CC2 - The school system establishes a culture focused on learning, characterized by high academic and behavioral expectations for each student.**

- A. Leadership develops a systematic process for establishing and maintaining a positive learning climate.
- B. Staff and students share in the responsibility for learning by being actively engaged in learning and demonstrating appropriate standards of behavior and attendance.
- C. The school system gathers and analyzes data on student violence, substance abuse, and bullying and modifies programs and strategies to ensure safe and orderly schools.

\*Measured for Continuous Improvement Report

### **Collaborative Partnerships**

#### **\*CC3 - The school system creates and maintains collaborative opportunities and relationships with school districts, business, industry, postsecondary institutions, and other entities to create or maintain well-rounded educational opportunities for students and educators.**

- A. The school system develops reciprocal partnerships with postsecondary institutions, businesses, industry, charitable organizations, non-profit organizations, cultural organizations, and commercial entities for the benefit of students and educators.
- B. The school system maintains strong collaborative relationships with parent organizations, industry-based programs, stakeholders, and other entities within the larger community to support students and educators.

\*Measured for Continuous Improvement Report

### **Parent/Guardian Involvement**

#### **\*CC4 - The school system intentionally engages parents/guardians to create effective partnerships that support the development and achievement of their students.**

- A. The school system incorporates formal strategies that include parents/guardians in the educational process.
- B. The school system ensures parent/guardian education activities take place as required by the Early Childhood Development Act (ECDA).
- C. The school system actively cooperates with other agencies, parents/guardians, and community groups (e.g., parent teacher organizations) to provide information related to child development and/or parenting skills.
- D. Each school building implements processes and strategies to create a welcoming environment for all families.

\*Measured for Continuous Improvement Report

## **Data-Based Decision Making (DB)**

### **Data Submission**

**DB1 - The school system submits data required by the department in an accurate and timely manner.**

- A. The school system ensures the annual tax rate calculation and forms are submitted in an accurate and timely manner.
- B. The school system meets the requirements for an independent audit and submits the audit to the department on time.
- C. The school system ensures the Annual Secretary of the Board Report is submitted in an accurate and timely manner.
- D. The school system ensures the underlying data used to generate accountability reports are accurate, and that corrections/appeals are submitted in a timely manner.
- E. The school system ensures that any other required data are submitted in an accurate and timely manner.

### **Continuous and Innovative Improvement**

**\*DB2 - School system and building leaders are intentional agents of continuous and innovative improvement to provide relevant learning experiences that promote academic success so each student can meet the changing demands of the world around them.**

- A. School system and building leaders use a variety of data (e.g., longitudinal, demographic, diagnostic, and perceptual) to support and inform system-wide decisions.
- B. School system and building leaders establish a cycle of continuous improvement that includes reflection, data collection, analysis, planning, feedback, and evaluation.
- C. School system and building leaders use an intentional feedback system to improve and refine performance.
- D. School system and building leaders facilitate analysis of individual student data to improve the instructional process and student growth.

\*Measured for Continuous Improvement Report

### **Climate and Culture Data**

**\*DB3 - The school system gathers school climate and culture data from all stakeholder groups, analyzes and shares the results, and implements strategies for improvement.**

- A. The school system uses evidence-based methods of collecting data (e.g., surveys, observational methods, and behavior reports) that recognize the range of factors which shape school culture and climate.
- B. The school system assures student voices are heard and respected.
- C. The school system establishes procedures for using culture and climate findings to develop and revise system wide improvement goals and implementation strategies.
- D. The school system provides school culture and climate data and reports periodically to all stakeholders.

### **Collaborative Teams**

**\*DB4 - School-based collaborative educator teams, inclusive of all educators, are operational and focus on effective practices.**

- A. Educator teams collaboratively develop common purposes and goals for improved student outcomes that embrace continuous school improvement.
- B. Educator teams effectively implement group processes in collaborative meetings.
- C. Educator teams collaboratively analyze student data to provide appropriate interventions for students' instructional and behavioral needs.
- D. Educator teams engage in data-informed decision-making.
- E. Educator teams act reflectively.
- F. Educator teams design lessons collaboratively.
- G. Educator teams examine student work and assessments.
- H. Educator teams develop curriculum collaboratively.
- I. Educator teams address positive classroom learning environments.

\*Measured for Continuous Improvement Report



## **Alignment of Standards, Curriculum and Assessment (AS)**

### **Viable Curriculum Aligned to Missouri Learning Standards**

**AS1 - Instructional staff implement a comprehensive, rigorous, guaranteed, and viable curriculum for all instructional courses and programs aligned to the Missouri Learning Standards where applicable.**

- A. The school system's curriculum aligns externally to all Missouri Learning Standards and the English language development standards and internally between grade levels and courses.
- B. Building leaders and instructional staff ensure the written, taught, and assessed curriculum are aligned.
- C. The school system develops written procedures to ensure the written curriculum is implemented and is evaluated. Prekindergarten instructional staff are included when the program is offered by the system.
- D. The school system implements a systematic plan for developing and/or revising the curriculum for all content areas.
- E. The school system provides opportunities for each student to excel (e.g. gifted and/or enrichment, at-risk, special education, etc.).
- F. Educators provide learning opportunities that are aligned to the district curriculum and have clearly identified and communicated learning targets.

### **Assessments Aligned to Missouri Learning Standards**

**\*AS2 - The school system implements a comprehensive assessment system including state required and locally selected assessments.**

- A. Instructional staff administer assessments required by the Missouri Assessment Program to measure academic performance for each student.
- B. The school system has a local board-approved comprehensive written student assessment plan that includes all assessments administered and the purposes for which the assessments are used.
- C. The school system regularly reviews performance data, for all students and disaggregated by student groups, to effectively monitor student academic achievement.
- D. Instructional staff use disaggregated data to adjust instruction for identified student groups and has criteria for evaluating the effectiveness of these adjustments.
- E. Adjustments to curriculum, instruction, and intervention strategies are made based on interim, formative, and summative assessment data and other student work.
- F. Instructional staff ensure classroom assessments include the use of higher order thinking and problem-solving skills, as well as complex reasoning skills.
- G. Building leaders and instructional staff provide timely, descriptive, and constructive feedback from assessments to students and parents/guardians.
- H. The school system develops and conducts reliable local assessments for standards currently not assessed on the MAP.

\*Measured for Continuous Improvement Report

## Equity and Access (EA)

### Academic Achievement

**\*\*EA1 - The school system administers assessments required by the Missouri Assessment Program (MAP) to measure academic achievement and demonstrates improvement in the performance of its students over time.**

- A. The performance of all students on each required assessment meets or exceeds the state standard and/or demonstrates the required growth or improvement.
- B. The performance of each student on each assessment and students in identified student groups meets or exceeds the state standard and/or demonstrates the required growth or improvement.
- C. The percentage of students and identified groups of students tested on each required MAP assessment meets or exceeds the state standard.

**\*\*Measured for Student Performance Report**

### Graduation Rate

**\*\*EA2 - The school system ensures all students successfully complete high school.**

- A. All students and identified student groups complete an educational program, which meets the graduation requirements as established by the local board and meets or exceeds the state standard and/or demonstrates the required improvement.

**\*\*Measured for Student Performance Report**

### Follow-Up Rate of Graduates

**\*\*EA3 - The school system prepares all students and identified groups of students for postsecondary success.**

- A. All graduates and identified groups of graduates, who after graduation are successfully–
  - 1. enrolled in a college/university,
  - 2. enrolled in a trade/technical school (or program),
  - 3. employed, or
  - 4. in the military,and meet or exceed the state standard and/or demonstrate the required improvement.
- B. The school system analyzes five (5)-year follow-up data on their graduates and uses the results to inform–
  - 1. program evaluation,
  - 2. strategic planning, and
  - 3. other decision making.

**\*\*Measured for Student Performance Report**

### Equity of Educational Experiences

**EA4 - The school system intentionally focuses on educational outcomes and the allocation of resources to ensure that each student is purposefully engaged and is provided rigorous instruction, meaningful supports, and relevant educational experiences.**

- A. The school system ensures each student, particularly low-income and minority students, has equitable access to qualified, experienced, and effective teachers, learning experiences, academic and social supports, and other resources necessary for success in all content areas.
- B. The school system implements policies to address student misconduct in a positive, fair and unbiased manner.
- C. The school system initiates and promotes collaborative relationships with community partners, agencies, and institutions that promote open dialogue and respect for multiple perspectives.
- D. The school system monitors equity gaps between student groups (e.g. gifted and/or enrichment, at-risk, special education, etc.), applies strategies to reduce barriers between student groups and implements strategies to address equity gaps between student groups.

## Appendix B

### Mathematics Accountability Guidance

Grade	Student A	Student B	Student C	Student D	Student E
6 <sup>th</sup>	GLA	GLA	GLA	GLA	A1
7 <sup>th</sup>	GLA	GLA	A1	A1	GE
8 <sup>th</sup>	GLA	A1	GE	A2	A2
High School	<b>A1* – Required</b>	<b>A2* – Required</b>	<b>A2* – Required</b>	<b>*GE – Required</b>	<b>Submit Plan**</b>
	A2 – Optional	GE – Optional			
	GE – Optional				
<b>Notes:</b>	GLA counts for Middle School APR A1 counts for High School APR <b>A1*</b> is the required High School EOC	A1 counts for Middle School APR A2 counts for High School APR <b>A2*</b> is the required High School EOC	A1 & GE count for Middle School APR A2 counts for High School APR <b>A2*</b> is the required High School EOC	A1 & A2 count for Middle School APR GE counts for High School APR <b>GE*</b> is the required HS EOC	A1, A2, & GE count for Middle School APR <b>**LEA must submit plan for required High School assessment</b>

Table 57

\*Non-participant/LNDs for high school EOCs are applied at graduation. Required High School EOCs must be administered prior to graduation to avoid a non-participant designation.

**Notes:**

- Courses may be taught in any order. The above course sequences are for illustration purposes only. EOCs should be administered at the time content is delivered.
- Within the same LEA, if the A1 content is taught prior to grade 9, but the A1 EOC is not administered, the LEA must administer the A1 EOC in high school (grades 9-12).
- For any student above, the achievement Level 4 report/chart ONLY pulls MAP data for grades 3-8. EOC data is pulled by EOC Assessment, regardless of the student's grade when the assessment was taken.
- When an EOC is given prior to grade 9, the EOC score replaces the GLA. If the student scores Below Basic/Basic, the LEA may re-administer the A1 EOC in High School for accountability purposes. For A+ purposes, see below.
- A+ Scholarship eligibility: Students are required to earn a score of Proficient or Advanced on the A1 EOC. When a student scores Below Basic/Basic, they may retake the A1 EOC to gain A+ eligibility (or a higher level DESE approved Mathematics EOC; see the [Missouri Department of Higher Education](#) website for other options for A1 proficiency). The subsequent score will count for accountability (even if Below Basic or Basic) unless the district or charter requests the score be removed through the appeals process.
- Grades 9-12 are considered "High School" for EOC accountability, even in buildings with different grade span configurations.

# Appendix C

## Description of the Missouri Growth Model

### Conceptual Overview

The Missouri Growth Model used in the state's LEA and school accountability framework is a regression-based statistical analysis of the observed relationships between prior and current year scores on the MAP exam. The statistical analysis is conducted in two steps.

The first step predicts MAP scores for individual students tested in the current year based on their prior year scores, and the average prior year scores for all students tested in their school and LEA, along with a few other variables described in more detail below.<sup>1</sup> The difference between the observed score and predicted score for each student (the student's residual) is the key value derived from the first-stage regression. Positive residuals indicate the student did better than predicted and negative residuals indicate the student's score was lower than predicted.

The second-stage regression then groups students' residuals by LEA or school, and provides an average growth measure for each LEA or school, with a standard error that is used to evaluate the statistical significance of the resulting measures.

### Procedural Overview for Calculating MSIP Standard 1 Growth Measures

The following steps are conducted each year to estimate the Missouri Growth Model.

1. Standardize current year MAP scores
2. Construct score pairs for each student from current year and prior year MAP scores
3. Add data for other regression variables to the score pairs
4. Run stage 1 regressions and retrieve student residuals
5. Combine current year residuals with residuals from prior two years and run stage 2 regressions
6. Test average growth measures for statistical significance, then convert them to Normal Curve Equivalent units, LEA- or school-level standard deviation units, and percentiles for presentational purposes

Each step in this procedure is described in more detail below.

---

<sup>1</sup> The inclusion of both school and LEA-level average prior year scores is a model refinement implemented in 2018. In previous years, LEA-level averages were included in the first-stage model when estimating LEA growth and school-level averages were included when estimating school growth.

## Step 1 – Standardize current year MAP scores

All MAP score records with a scale score from the most recent testing year are retrieved and sorted by grade and subject. The mean and standard deviation for each subject and grade combination are calculated and used to convert the observed scale score values to z-scores. The z-score for a scale score in subject<sub>s</sub> and grade<sub>g</sub> is calculated using the following formula:

$$Z_{sg} = \frac{(\text{Observed Score} - \text{Mean Score}_{sg})}{\text{Standard Deviation}_{sg}}$$

Conceptually, the z-score is a measure of how much a score differs from its sample mean, and is measured in standard deviation units. For example, a z-score of 1 indicates a scale score one standard deviation above the mean (roughly the 84th percentile) for the grade and subject, while a z-score of -1 indicates a scale score one standard deviation below the mean (roughly the 16th percentile) for the grade and subject. Using standardized scores allows combining scores with different scales in statistical analyses. Scale scores are standardized each year for the subject and grade level combinations shown below in Table 90.

### Subjects and grade levels where z-scores are calculated from MAP scale scores

English Language Arts	Math	Algebra I <sup>2</sup>
3	3	
4	4	
5	5	
6	6	
7	7	7
8	8	8

Table 58

## Step 2 – Construct score pairs for current year MAP scores

A valid score pair for a student is a MAP score from the current year linked with a MAP score from the prior year in the same subject and prior grade level. The first score pairs available are constructed by matching grade 4 scores from the current year with grade 3 scores for the same student and subject from the prior year. The last score pairs available have grade 8 scores matched to prior year, grade 7 scores, for the same student and subject.<sup>3</sup>

All matches are evaluated to make sure the grade from the prior year is one grade less than the grade for the current year. Cases where grade-level progression is not as expected are dropped (e.g., when a student is tested in the same grade two years in a row, or appears to have skipped a grade between years).

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<sup>2</sup> Separate regressions are run for students in grade 7 or 8 who have an Algebra I End of Course exam score, so the mean and standard deviation for grade 7 Algebra I test takers are used to standardize the 7th graders' Algebra I scores and the mean and standard deviation for grade 8 Algebra I test takers are used to standardize the 8th graders' Algebra I scores. Note that students with Algebra I EOC scores are NOT included in the regressions for the grade 7 and grade 8 math scores.

<sup>3</sup> Students with Algebra I EOC scores in grade 7 or 8 are matched to prior year math scores from the prior grade. This means grade 7 Algebra I EOC scores are predicted by prior year grade 6 math scores and grade 8 Algebra I EOC scores are predicted by prior year grade 7 math scores.

### **Step 3 – Add data for other regression variables to score pairs**

The following variables are added to the records to be analyzed in the stage 1 regression.

- Student's prior year MAP score from the "other" subject. For example, if math is the subject being analyzed, then the prior year score from English language arts is added to the variables used to predict the current year math score; conversely, when growth is being estimated for English language arts, the prior year math score is the "other subject."<sup>4</sup> The other subject information is included as it improves the model's predictive ability. For example, if two students have the same prior year score in math, the model can leverage differences in prior year performance in communication arts to determine which student is predicted to score higher on the current year Math exam.
- An indicator variable changed from 0 to 1 when the student was in the school where tested less than a full academic year.
- The prior year average score in the same subject and the "other" subject for the school and LEA where the student was tested, calculated for all students who were tested in the school and LEA in the current year.
- The percent of students in the school and LEA who are flagged who were in the school where they took their MAP test less than a full academic year.
- The percent of students in the school and LEA with missing off-subject scores.

### **Step 4 – Run stage 1 regressions and retrieve residuals**

A separate regression model is fit for each subject and grade combination, with the student's current year score as the outcome variable, and the student's prior year scores, and the variables listed under item 3 above, as predictor variables. There are five regressions run in English language arts and seven regressions run in math every year. Residuals from these regressions are calculated and saved with the LEA and school identifiers indicating where the student was tested in the current year.

### **Step 5 – Combine current year residuals with residuals from prior two years and run stage 2 regressions**

All residuals for a subject from the current and prior two years are combined into a single data set and analyzed using a regression model that includes only school or LEA IDs as the predictor variables. When the predictor variable is LEA ID, then the stage 2 regression produces the average residual in a subject for each LEA based on all students tested in the LEAs over three years. When the predictor variable is school ID, then the stage 2 regression produces the average residual in a subject for each school based on all students tested in the schools over three years.<sup>5</sup>

---

<sup>4</sup> Students MUST have a prior year score from the same subject to be included in the growth model. However, those with a missing prior year "other" subject score are kept. The other subject score is set to the state mean z-score of zero, and a variable indicating that the other subject score is missing is set to 1. We also include an interaction term to allow the same-subject prior-year score to have more predictive weight in the case of missing other subject data. This method allows students with missing other subject scores to be kept in the stage 1 regression, while leveraging the available information to produce the best prediction possible.

<sup>5</sup> The standard errors of the stage 2 model are clustered at the student-level to account for repeated student observations over time. In addition, post-estimation Bayesian shrinkage methods are applied to the school and LEA estimates to account for varying degrees of noise across LEAs and schools.

**Step 6** – Test average growth measures for statistical significance and convert them to Normal Curve Equivalent units, LEA- or school-level standard deviation units, and percentiles for presentational purposes

The student level residuals and the average residuals for LEAs and schools are initially reported in student-level exam score units. For example, a LEA-level English language arts measure of 0.07 means that, on average, students in the LEA scored 0.07 standard deviations higher than predicted on the MAP English language arts exam. The stage 2 regression results also include a t-statistic for each unit analyzed (LEA or school) that allows for determining if the average of student residuals in the unit is reliably distinguishable from zero. Average residuals greater than zero and statistically significant indicate that, on average, MAP performance of students in the unit exceeded predicted performance in a statistically meaningful way. Average residuals less than zero and statistically significant indicate that, on average, MAP performance of students in the unit was below predicted performance in a statistically meaningful way. Average residuals that are not statistically significant cannot be reliably distinguished from zero, indicating that, on average, students' MAP performance in the unit was not reliably different from predictions.

Individual student residuals and average residuals for LEAs and schools expressed in z-score units are also converted to Normal Curve Equivalent units (NCEs) using the formula shown below.

$$\text{NCE} = 50 + (21.063 * \text{z-score})$$

Student residuals and unit average growth estimates that are positive generate NCE values greater than 50; residuals and averages less than zero generate NCE values less than 50.<sup>6</sup> As an example, a LEA- level communication arts NCE measure of 51.5 means that students in the LEA scored, on average, 1.5 NCE units higher than predicted on the MAP English Language Arts exam.

Two additional conversions are also applied to the LEA- and school-level estimates. The first conversion takes the initial estimates measured in student exam score units and converts them to LEA (or school) level standard deviation units. For these measures, a value of 0.86 indicates that the LEA performed 0.86 standard deviations higher than the average LEA in the state in terms of student exam score growth in the relevant subject, while a measure of -0.52 indicates that the LEA performed -0.52 standard deviations lower than the average LEA in the state. The second conversion presents the same information in LEA (or school) level percentile measures. Here, a value of 65 indicates that the LEA is in the 65th percentile of LEAs in the state with respect to student exam score growth.

As a final note, it is important to realize that the various conversions described above are purely presentational in nature and have no impact on the estimation of the LEA (or school) effects, nor on their statistical significance.

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<sup>6</sup> NCEs are designed so that the NCE and percentile measures are aligned at the 1st, 50th, and 99th percentiles. For example, a student at the 1st percentile of a normal distribution will also have an NCE measure of 1, while a student at the 99th percentile will have an NCE of 99, and a student at the 50th percentile will have an NCE measure of 50. However, NCEs and percentiles are not aligned at any other point in the distribution. One Implication of this is that outlying students below the 1st percentile may have negative NCE values, while students above the 99th percentile may have NCE values greater than 100.

### **Student Group Growth Measure Calculation**

To produce Student Group growth measures, steps 5 and 6 from the above process are repeated using only student residuals from students identified as belonging to that student group. A student is identified as a member of the group if their MAP exam score records indicate the student is Black, Hispanic, direct certified (free lunch program), speak English as a second language, or receive special education services.<sup>7</sup> In addition, prior to step 6, the Student Group growth measures at each level (LEA or school) are re-centered to have an overall mean of 0. The re-centering modifies the interpretation of the average residual, so that a positive and statistically significant estimate indicates, relative to model predictions, Student Group students in the LEA or school are, on average, out-performing the Student Group students in other similar LEAs or schools across the state.<sup>8</sup> Similarly, a negative and statistically significant estimate indicates, relative to model predictions, Student Group students in the LEA or school are, on average, under-performing Student Group students in other similar LEAs or schools.

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<sup>7</sup> With the implementation of MSIP6, Free and Reduced Lunch (FRL) eligibility will be replaced with direct certification (from Social Services) of free lunch eligibility as a super-subgroup criterion.

<sup>8</sup> This is an additional model refinement introduced in 2018. In prior years, the super-subgroup measures were re-centered in such a way that the unit's super-subgroup students were compared to the average non-super-subgroup students in the state and provided a measure of achievement gap closing across student subgroups.



## Appendix D

### College and Career Readiness Assessment Scores Matrix

Assessment	Measure Description	0	0.25	0.75	1	1.25
ACT®	Composite Score	No record of participation	≤ 17	18 – 21	22 – 25	26 – 36
SAT®**	New SAT® scores as of March 2016 (prior SAT® scores)	No record of participation	≤ 939 (≤ 869)	940 – 1090 (870 – 980)	1100 – 1230 (990 – 980)	1240 – 1600 (1190 – 1600)
ASVAB	Armed Forces Qualification Test Score	No record of participation	≤ 29	30 – 62	63 – 87	88 – 99
ACCUPLACER®	<b>Next Generation scores &amp; (Classic scores)</b> Reading and Math (QAS, AAF)	No record of participation	<b>&lt;250 Reading &lt;230 Math (QAS, AAF)*** Next Generation OR (≤85 Reading &lt;116 Algebra Classic)</b>	Reading ≥ 250 OR Math ≥ 230  (Reading > 85 OR Algebra ≥ 116 Classic)	Reading ≥ 250 AND Math ≥ 230  (Reading > 85 AND Algebra ≥ 116 Classic)	N/A
ACT WorkKeys®**	Versions 2.0 and (1.0) Workplace Documents (Reading for Information), Applied Math, and Graphic Literacy (Locating Information)	No record of participation	3 or below	4	5	6 or 7

Table 59

\*Based on College Board Concordance Tables.

\*\*The lowest subtest score of the three WorkKeys® tests determines the level/points, not an average or combined score. Score is based on level obtained and not scale score. LEAs may reassess students in a single area to try to raise the lowest subtest. In 2018, WorkKeys® transitioned to a new version. Students must take all three tests of the new version if attempting to raise their score (if they are trying to raise an old version score, as old versions are no longer available).

Note: Refer to the APR Supporting Detail Reports to verify student data.

\*\*\*QAS – Quantitative Reasoning Algebra & Statistics

\*\*\*AAF – Advanced Algebra Functions

## Appendix E

### Advanced Credit and Credential Matrix

Student Weight	AP®	IB®	PLTW®	IRC	Stackable Credentials	Dual Credit or Dual Enrollment
0	Earn < B	Earn < B	Earn an achievement level of “Novice” or “Practiced”	Score < proficient	No record of attainment of stackable credential or earned only one	Earn <B
1	Earn “B” or greater in department-approved AP® course	Earn “B” or greater in department-approved IB® course	Earn an achievement level of “Distinguished” or “Accomplished” on approved PLTW®	Earn an IRC	Earned two stackable credentials	Earn “B” or greater in department-approved dual credit course or dual enrollment course
1.25	Exam score of $\geq 3$	Exam score of $\geq 4$	N/A	N/A	N/A	N/A

Table 60

Note: For calculation of earning a “B”, remove any ‘+’ or ‘-’ associated with the grade and use the scale below. The divisor is contingent on the course time units (i.e., semester use a divisor of two, quarters use a divisor of four, etc.)

Student Name	MOSIS ID	Course No.	Course Name	Course Time Unit	Grade Earned	Scale
Smith, John	111111111	115795	AP Statistics	Semester 1	C+	A = 4.0 B = 3.0 C = 2.0 D = 1.0
Smith, John	111111111	115795	AP Statistics	Semester 2	A-	
Average Grade		2 + 4 = 6				
		6/2 = 3 which equals a 'B'				

Table 61

Student Name	MOSIS ID	Course No.	Course Name	Course Time Unit	Grade Earned	Scale
Smith, John	111111111	134221	Physiology	Semester 1	C-	A = 4.0
Smith, John	111111111	134221	Physiology	Semester 2	B+	B = 3.0
Average Grade	2 + 3 = 5					C = 2.0
	5/2 = 2.5 which equals a 'C'					D = 1.0

Table 62

## Appendix F

### Career Education Placement/Follow-Up Guidelines

Follow-up data is reported on the previous year's graduates, based on the status of the graduates 180 days following their exit from career education training. Each graduate should be reported in only one career education program area. LEAs should collect follow-up information on any student who graduated high school and received credit in at least one state-approved career education course (excluding Exploring Agriculture, Industrial Technology, and Exploratory Family and Consumer Sciences (FCS) and the Family Focused courses from program code 06-04) during grades 9-12. LEAs should collect follow-up data on any student taking a credit in a state approved career education Family and Consumer Sciences program (program code 07-04). If students completed state-approved career courses at the comprehensive high school and the area career center, their follow-up data should not be reported for both locations. The area career center is responsible for providing each sending school with the appropriate follow-up data for students who attend the area career center. The sending school will be responsible for entering that information into MOSIS.

If the graduate is employed and continuing education, use the following guidelines:

<b>Employed Related</b>	A graduate attending school (full or part time) and employed (full or part time) in a field for which trained should be reported as "employed related" (Emp Rel).
<b>Employed Related</b>	A graduate attending school (full or part time) in a field for which he or she was not trained but employed (full or part time) in a field for which trained should be reported as "employed related" (Emp Rel).
<b>Continuing Education Related</b>	A graduate attending school (full or part time) in a field for which he or she was trained but not employed in a field for which trained should be reported as "continuing education related" (Ced Rel).

Table 63

For additional guidance on employed related, please see [Missouri Connections Website](#).

**Note:**

In accordance with legislation, the definition of placement for graduates who complete approved career education programs will be expanded within MSIP. LEAs will continue to report "Related" and "Not Related" placement for Perkins purposes, and DESE will capture both populations for credit within TL1.

## Appendix G

### Continuous School Improvement Plan (CSIP) Template

Date:	
<b>LEA Plan</b>	
LEA Name:	County/District/Charter Code:
<b>OR</b>	
<b>LEA Plan</b>	
LEA Name:	Building Code:
Grades Served:	
Date of Board Approval:	
Superintendent Signature:	
<b>Name</b>	<b>Position</b>
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
Description of the planning process, and how staff and stakeholders will be informed and engaged in the accountability plan	
Beliefs/Vision/Mission Statement	
Key issues identified from annual performance data and local assessments	
Key issues identified from internal and external factors (survey)	
Prioritized needs for the LEA/school	1. 2. 3.
Unique characteristics of LEA	

Table 64

## Leadership

Leadership is comprised of the following descriptors: school board leadership, ethics, continuous school improvement, operations and resource management, school board policy, superintendent rules, responsibilities and evaluation, personnel and program evaluation, communication, personnel and school safety.

**SMART Goal (Specific, Measureable, Achievable, Relevant, and Timely):**

**Rationale (name the existing conditions/data points to support the selection of the goal):**

**Evidence-Based Strategy(ies) for Implementation:**

**Funding Source(s):**

**MSIP Indicator(s):**

Action Steps	Start Date	Person Responsible	Resources	Complete/Date
<b>30 Days:</b>  1. 2. 3.				
<b>60 Days:</b>  1. 2. 3.				
<b>Long Range:</b>  1. 2. 3.				

Table 65

## Effective Teaching and Learning

Effective teaching and learning is comprised of the following descriptors: success-ready students, high-quality early learning, high-quality career education, intra- and interpersonal skills, teacher/leader standards, effective instructional practices, multi-tiered system of support, professional learning, use of technology to improve instruction, comprehensive school counseling, library media services, and class size and assigned enrollments.

**SMART Goal (Specific, Measureable, Achievable, Relevant, and Timely):**

**Rationale (name the existing conditions/data points to support the selection of the goal):**

**Evidence-Based Strategy(ies) for Implementation:**

**Funding Source(s):**

**MSIP Indicator(s):**

Action Steps	Start Date	Person Responsible	Resources	Complete/Date
<b>30 Days:</b>  1. 2. 3.				
<b>60 Days:</b>  1. 2. 3.				
<b>Long Range:</b>  1. 2. 3.				

Table 66

## Collaborative Climate and Culture

Collaborative climate and culture is comprised of the following indicators: safe and caring environment, culture of high academic achievement and behavioral expectations, collaborative partnerships, and parent/guardian involvement.

### SMART Goal (Specific, Measureable, Achievable, Relevant, and Timely):

### Rationale (name the existing conditions/data points to support the selection of the goal):

### Evidence-Based Strategy(ies) for Implementation:

### Funding Source(s):

### MSIP Indicator(s):

Action Steps	Start Date	Person Responsible	Resources	Complete/Date
<b>30 Days:</b>  1. 2. 3.				
<b>60 Days:</b>  1. 2. 3.				
<b>Long Range:</b>  1. 2. 3.				

Table 67

## Data-Based Decision Making

Data-based decision making is comprised of the following descriptors: data submission, continuous and innovative improvement, climate and culture data, and collaborative teams.

**SMART Goal (Specific, Measureable, Achievable, Relevant, and Timely):**

**Rationale (name the existing conditions/data points to support the selection of the goal):**

**Evidence-Based Strategy(ies) for Implementation:**

**Funding Source(s):**

**MSIP Indicator(s):**

Action Steps	Start Date	Person Responsible	Resources	Complete/Date
<b>30 Days:</b>  1. 2. 3.				
<b>60 Days:</b>  1. 2. 3.				
<b>Long Range:</b>  1. 2. 3.				

Table 68



## Alignment of Standards, Curriculum, and Assessment

Alignment of standards, curriculum, and assessment is comprised of the following descriptors: viable curriculum aligned to the Missouri Learning Standards and assessment aligned to the Missouri Learning Standards.

**SMART Goal (Specific, Measureable, Achievable, Relevant, and Timely):**

**Rationale (name the existing conditions/data points to support the selection of the goal):**

**Evidence-Based Strategy(ies) for Implementation:**

**Funding Source(s):**

**MSIP Indicator(s):**

Action Steps	Start Date	Person Responsible	Resources	Complete/Date
<b>30 Days:</b>  1. 2. 3.				
<b>60 Days:</b>  1. 2. 3.				
<b>Long Range:</b>  1. 2. 3.				

Table 69

## Equity and Access

Educational equity exists when there is an intentional focus on learning outcomes and the allocation of resources ensures that each student is purposefully engaged and is provided rigorous instruction, meaningful supports, and relevant educational experiences. Equity and access are comprised of the following descriptors: academic achievement, graduation rate, follow-up rate of graduates, and equity of educational experiences.

**SMART Goal (Specific, Measureable, Achievable, Relevant, and Timely):**

**Rationale (name the existing conditions/data points to support the selection of the goal):**

**Evidence-Based Strategy(ies) for Implementation:**

**Funding Source(s):**

**MSIP Indicator(s):**

Action Steps	Start Date	Person Responsible	Resources	Complete/Date
<b>30 Days:</b>  1. 2. 3.				
<b>60 Days:</b>  1. 2. 3.				
<b>Long Range:</b>  1. 2. 3.				

Table 70

# Appendix H

## CSIP Pre-Planning Guide

Please provide a brief response to the following questions. If this information is contained in the CSIP, please indicate the page number.

LEA Name \_\_\_\_\_ DATE \_\_\_\_\_

### **STANDARD L3**

**The local board adopts, monitors, and annually reviews the implementation and outcomes of the Continuous School Improvement Plan (CSIP) that focuses on district performance and improvement.**

**Descriptor A. The CSIP, developed in meaningful collaboration with internal and external stakeholders, is the product of and based upon a data-based needs assessment.**

1. Does the LEA currently have a written and board approved Continuous School Improvement Plan?
2. Date of last board review:
3. In developing the current CSIP, did the LEA seek input from internal and external stakeholders? Check all that apply.
  - ☐ \_\_\_\_\_ Board members
  - ☐ \_\_\_\_\_ Teachers
  - ☐ \_\_\_\_\_ Support staff
  - ☐ \_\_\_\_\_ Parents/Guardians
  - ☐ \_\_\_\_\_ Representatives of local business/industry
  - ☐ \_\_\_\_\_ Charitable, non-profit, or cultural organizations
  - ☐ \_\_\_\_\_ Other community membersPlease specify  
\_\_\_\_\_
4. (L3-A) Describe how the CSIP utilizes input from key internal and external stakeholders and how the stakeholders are continually engaged (or expected to be) in ongoing CSIP progress monitoring and/or development.
5. Was a climate/culture survey used to determine needs outlined in the CSIP?
  - ☐ Locally developed survey that contained the three essential survey indicators
  - ☐ Purchased survey contains the three essential survey indicatorsName of survey  
\_\_\_\_\_
6. (L3-A) What data sources (i.e. quantitative and qualitative data, internal and external data, and needs assessment) were used to determine the goal areas? What processes were used in collecting and analyzing the data when developing CSIP goals?

**\*\*Other MSIP 6 standards and indicators may be reflected in the development of a CSIP plan: Climate and Culture CC2A, CC3A, CC3B, CC4A and Data-Based Decision Making DB2A, DB3C.**

**Descriptor B. The local board ensures that the CSIP focuses on the academic preparation and well-being of each student.**

1. (L3-B) How is the local board engaged in the CSIP process?
2. (L3-B) How does the local board ensure that the CSIP focuses on academic preparation of students?
3. (L3-B) Explain how the local board is engaged with monitoring of academic performance data.
4. (L3-B) How does the CSIP address the well-being of each student?
5. (L3-B) How does the CSIP drive leaders and teachers in the development and implementation of academic instruction for each student?

**\*\*Other MSIP 6 standards and indicators may be reflected in the development of a CSIP plan: Data-Based Decision Making DB2A, DB4A, DB4C, DB4D and Alignment of Standards, Curriculum, and Assessment AS2C, AS2D, AS2H.**

**Descriptor C. The CSIP contains:**

1. (L3-C) Does the LEA's CSIP have a clear mission and vision? What process was used to create the vision and mission statements?
2. (L3-C) What procedures are used to develop and manage progress on goals and objectives, evidence-based strategies, and timelines?
3. (L3-C) How do the LEA's budget development and funding sources support the CSIP goals and evidence-based strategies?

**\*\*Other MSIP 6 standards and indicators may be reflected in the development of a CSIP plan: Leadership L1A, L1D and Equity and Access EA4.**

**Descriptor D. The local board regularly monitors the implementation and outcomes of the CSIP.**

1. (L3-D) Describe how the local board monitors the implementation and outcomes of the CSIP. Who is involved and how often are updates shared with the local board?
2. (L3-D) How does the LEA use plan goals to guide in decision-making for operations, governance, and budgeting?

**\*\*Other MSIP 6 standards and indicators may be reflected in the development of a CSIP plan: Data-Based Decision Making DB2B.**

**Descriptor E. The CSIP guides the development and implementation of other plans (Building Improvement Plan, Professional Development Plan, Facilities Plan, etc.).**

1. (L3-E) How is the CSIP used to guide the development, implementation, and monitoring of other required LEA plans (i.e., building-level plans, assessment plan, ESSA plan, professional development plan, technology plan)?
2. (L3-E) Please list other LEA plans that are aligned to your LEA's CSIP. How does the LEA ensure alignment of all plans?
3. (L3-E) What procedures are in place to monitor the fidelity of all plans?

# Appendix I

## Continuous Improvement Response to Standards

LEA NAME \_\_\_\_\_ DATE \_\_\_\_\_

The MSIP 6 Response to Standards reports Continuous Improvement Standards and Indicators that can only be measured by LEAs “telling their story.” These responses provide an opportunity for LEAs to showcase best practices in Leadership; Effective Teaching and Learning; Collaborative Climate and Culture; Data-Based Decision Making; Alignment of Standards, Curriculum, and Assessment; and Equity and Access. Please provide no more than a one-page response per question.

Strengths and innovations identified through your responses may support your LEA’s application for an Exemplary rating.

### LEADERSHIP

<u>Leadership</u>
<b>L1 – The local board and superintendent/chief executive officer engage in ongoing professional learning and self-evaluation in order to strengthen governance practices.</b>

Table 71

***1) Describe the local board and superintendent/chief executive officer’s professional learning experiences in your LEA. Share how these practices have enhanced the systems of governance.***

### EFFECTIVE TEACHING AND LEARNING

<u>High-Quality Early Learning</u>
<b>TL1 – Students and identified student groups demonstrate on-track performance on multiple measures of success by meeting or exceeding the state standards and/or demonstrating significant measureable improvement.</b>
<b>TL2 – The school system ensures the birth through prekindergarten population has access to high quality early learning experiences.</b>
<u>High-Quality Career Education</u>
<b>TL3 – The school system is intentional in providing relevant, high-quality career technical education and/or advanced professional studies based on students’ ICAPs.</b>
<u>Intra- and Interpersonal Skills</u>
<b>TL4 – The school system prepares students through the development of essential intrapersonal and interpersonal skills.</b>
<u>Teacher/Leader Standards</u>
<b>TL5 – The school system implements board-adopted teacher/leader standards to ensure effective instructional staff for each student.</b>
<u>Effective Instructional Practices</u>
<b>TL6 – Evidence-based instructional practices are implemented to ensure the success of each student.</b>

Table 72

***2) Highlight the success-ready measures Pre-K-12 that ensure students are ready for their next educational or work experience.***

## COLLABORATIVE CLIMATE AND CULTURE

<u>Culture of High Academic and Behavioral Expectations</u>
<b>CC2 – The school system establishes a culture focused on learning, characterized by high academic and behavioral expectations for each student.</b>
<u>Parent/Guardian Involvement</u>
<b>CC4 – The system intentionally engages parents/guardians to create effective partnerships that support the development and achievement of their students.</b>

Table 73

- 3) a. Describe what systems the LEA has in place that focus on high academic and behavioral expectations of students.**  
**b. Share strategies the LEA uses to engage parents.**

## DATA-BASED DECISION MAKING

<u>Continuous and Innovative Improvement</u>
<b>DB2 – School system and building leaders are intentional agents of continuous and innovative improvement providing relevant learning experiences that promote academic success so each student can meet the changing demands of the world around them.</b>
<b>DB4 – School-based collaborative educator teams, inclusive of all educators, are operational and focus on effective programs.</b>

Table 74

- 4) Describe the systems your LEA uses that encourage continuous improvement of students and staff.**

## ALIGNMENT OF STANDARDS, CURRICULUM, AND ASSESSMENT

<u>Assessments Aligned to Missouri Learning Standards</u>
<b>AS2 – The school system implements a comprehensive assessment system including state-required and locally selected assessments.</b>

Table 75

- 5) Describe your comprehensive assessment system. How does the LEA use data to inform teaching and learning. Have these data resulted in improved student performance?**

## EQUITY AND ACCESS

<u>Equity and Access Experiences</u>
<b>EA4 – The school system intentionally focuses on educational outcomes and the allocation of resources to ensure that each student is purposefully engaged and is provided rigorous instruction, meaningful supports, and relevant educational experiences.</b>

Table 76

- 6) Describe how your LEA ensures all students have access to rigorous instruction, meaningful supports, and relevant educational experiences. Explain how the LEA is addressing challenges to assure all students have equitable opportunities for experiences and resources.**

## Appendix J

### MSIP 6 Summary of Changes – 2022 APR

Topic	MSIP 5	MSIP 6 – 2022 APR	Corresponding Page
<b>Continuous Improvement</b>	Performance indicators only	30% of APR points tied to Continuous Improvement metrics	8
<b>Progress</b>	Points awarded for year-over-year changes in accountability metrics	No points awarded for Progress	na
<b>Status and Growth</b>	Status, Progress, and Growth points are stackable	Status and Growth points are not stackable. In order to earn full points for Academic Achievement, LEAs must demonstrate high Status and high Growth.	12
<b>Low-Income Students</b>	Students qualifying for Free and Reduced Lunch were used to represent low-income students in the group of historically underperforming students (previously called the “Super Subgroup”).	Low-income students are represented in the group of historically underperforming students (now called the “Student Group”) by students who are direct certified (DC) in the National School Lunch Program.	14
<b>MAP Performance Index (MPI)</b>	Point values assigned to individual test scores used to calculate MPI were discrete. Students received a value of 1, 3, 4, or 5 based on the performance level received on the assessment.	Point values assigned to individual test scores used to calculate MPI are continuous. Students receive a point value between 1 and 5 based on their position within the scale score range for their performance level.	19
<b>Small Cell Sizes</b>	“Pooled” MPI is used to determine Academic Achievement Status when the cohort of students is smaller than 30	“Pooled” MPI is not used to calculate MPI. For small cohorts, data suppression is applied to public reports when necessary to preserve student privacy.	21
<b>Success-Ready standards and indicators</b>	Standard 3: College and Career Readiness contained measures of CCR Assessment performance, advanced credit and credentials, and post-graduate follow-up.	Success-Ready is divided into two sections: Success-Ready (Performance) contains measures of CCR assessment performance and advanced credit and credentials, and Success-Ready (Continuous Improvement) contains measures of attendance, KEA administration, and ICAP planning.	26, 40
<b>Stackable Credentials</b>	Stackable credentials do not count toward Standard 3: CCR*4 (Advanced Credit and Credentials)	Department-approved stackable credentials count toward Success-Ready (Performance) indicator “Advanced Credit and Credentials.”	32
<b>Post-Graduate Follow-Up</b>	Post-graduate follow-up was a part of Standard 3: College and Career Readiness.	Post-graduate follow-up is contained in its own section of the guide.	38



Topic	MSIP 5	MSIP 6 – 2022 APR	Corresponding Page
<b>Attendance</b>	Attendance represented its own standard.	Attendance is incorporated under the Continuous Improvement Success-Ready standard.	40
<b>Accreditation Classifications</b>	3 Accreditation Classifications: Unaccredited, Provisionally Accredited, and Accredited	4 Accreditation Classifications: Unaccredited, Provisionally Accredited, Accredited, and Accredited with Distinction	53
<b>Exemplary Status for Continuous Improvement</b>	Not applicable, as there is no Continuous Improvement section in the APR	LEAs have the opportunity to earn Exemplary Status for sections of the Continuous Improvement section of the APR.	54

Table 77